

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**National Resource Centers and Foreign Language and Area Studies Fellowships**

**CFDA # 84.015A**

**PR/Award # P015A180023**

**Grants.gov Tracking#: GRANT12657941**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180023

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

06/20/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

### 8. APPLICANT INFORMATION:

\* a. Legal Name:

University of North Carolina at Chapel Hill

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

566001393

\* c. Organizational DUNS:

608195277

### d. Address:

\* Street1:

104 Airport Drive, Suite 2200, CB 1350

Street2:

\* City:

Chapel Hill

County/Parish:

Orange

\* State:

NC: North Carolina

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

27599-1350

### e. Organizational Unit:

Department Name:

Center for European Studies

Division Name:

### f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

\* First Name:

John

Middle Name:

D

\* Last Name:

Stephens

Suffix:

Title:

Dir, Dist Prof

Organizational Affiliation:

University of North Carolina at Chapel Hill

\* Telephone Number:

(919) 962-6765

Fax Number:

\* Email:

jdsteph@unc.edu

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## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

### \* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

\* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

### 13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

UNC-Chapel Hill Center for European Studies National Resource Center and Foreign Language Area Studies Fellowships Proposal

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

|                     |   |
|---------------------|---|
| * a. Federal        | <input type="text" value="524,807.00"/> |
| * b. Applicant      | <input type="text" value="0.00"/>       |
| * c. State          | <input type="text" value="0.00"/>       |
| * d. Local          | <input type="text" value="0.00"/>       |
| * e. Other          | <input type="text" value="0.00"/>       |
| * f. Program Income | <input type="text" value="0.00"/>       |
| * g. TOTAL          | <input type="text" value="524,807.00"/> |

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

University of North Carolina at Chapel Hill

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

| Budget Categories                    | Project Year 1<br>(a) | Project Year 2<br>(b) | Project Year 3<br>(c) | Project Year 4<br>(d) | Project Year 5<br>(e) | Total<br>(f) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel                         | 116,103.00            | 118,180.00            | 120,889.00            | 123,666.00            |                       | 478,838.00   |
| 2. Fringe Benefits                   | 33,246.00             | 37,695.00             | 38,342.00             | 39,006.00             |                       | 148,289.00   |
| 3. Travel                            | 13,800.00             | 13,800.00             | 13,800.00             | 13,800.00             |                       | 55,200.00    |
| 4. Equipment                         |                       |                       |                       |                       |                       |              |
| 5. Supplies                          | 8,450.00              | 4,700.00              | 4,700.00              | 4,700.00              |                       | 22,550.00    |
| 6. Contractual                       | 0.00                  | 0.00                  | 0.00                  | 0.00                  |                       | 0.00         |
| 7. Construction                      |                       |                       |                       |                       |                       |              |
| 8. Other                             | 68,500.00             | 66,100.00             | 62,750.00             | 60,250.00             |                       | 257,600.00   |
| 9. Total Direct Costs<br>(lines 1-8) | 240,099.00            | 240,475.00            | 240,481.00            | 241,422.00            |                       | 962,477.00   |
| 10. Indirect Costs*                  | 19,208.00             | 19,238.00             | 19,238.00             | 19,314.00             |                       | 76,998.00    |
| 11. Training Stipends                | 265,500.00            | 265,500.00            | 265,500.00            | 265,500.00            |                       | 1,062,000.00 |
| 12. Total Costs<br>(lines 9-11)      | 524,807.00            | 525,213.00            | 525,219.00            | 526,236.00            |                       | 2,101,475.00 |

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2017 To: 06/30/2020 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 50.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

PR/Award # P015A180023

|   |   |  |
|---|---|--|
| Name of Institution/Organization<br>University of North Carolina at Chapel Hill | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. |  |
|---|---|--|

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

| Budget Categories                    | Project Year 1<br>(a) | Project Year 2<br>(b) | Project Year 3<br>(c) | Project Year 4<br>(d) | Project Year 5<br>(e) | Total<br>(f) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel                         |                       |                       |                       |                       |                       |              |
| 2. Fringe Benefits                   |                       |                       |                       |                       |                       |              |
| 3. Travel                            |                       |                       |                       |                       |                       |              |
| 4. Equipment                         |                       |                       |                       |                       |                       |              |
| 5. Supplies                          |                       |                       |                       |                       |                       |              |
| 6. Contractual                       |                       |                       |                       |                       |                       |              |
| 7. Construction                      |                       |                       |                       |                       |                       |              |
| 8. Other                             |                       |                       |                       |                       |                       |              |
| 9. Total Direct Costs<br>(lines 1-8) |                       |                       |                       |                       |                       |              |
| 10. Indirect Costs                   |                       |                       |                       |                       |                       |              |
| 11. Training Stipends                |                       |                       |                       |                       |                       |              |
| 12. Total Costs<br>(lines 9-11)      |                       |                       |                       |                       |                       |              |

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

|  |                              |
|--|------------------------------|
| <b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b> | <b>TITLE</b>                 |
| Terry R Magnuson                                   | Vice Chancellor for Research |
| <b>APPLICANT ORGANIZATION</b>                      | <b>DATE SUBMITTED</b>        |
| University of North Carolina at Chapel Hill        | 06/20/2018                   |

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

|  |   |  |
|--|---|--|
| <b>1. * Type of Federal Action:</b><br><input type="checkbox"/> a. contract<br><input checked="" type="checkbox"/> b. grant<br><input type="checkbox"/> c. cooperative agreement<br><input type="checkbox"/> d. loan<br><input type="checkbox"/> e. loan guarantee<br><input type="checkbox"/> f. loan insurance   | <b>2. * Status of Federal Action:</b><br><input checked="" type="checkbox"/> a. bid/offer/application<br><input type="checkbox"/> b. initial award<br><input type="checkbox"/> c. post-award  | <b>3. * Report Type:</b><br><input checked="" type="checkbox"/> a. initial filing<br><input type="checkbox"/> b. material change |
| <b>4. Name and Address of Reporting Entity:</b><br><input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee<br>* Name <input type="text" value="University of North Carolina at Chapel Hill"/><br>* Street 1 <input type="text" value="104 Airport Dr, Suite 2200, CB 1350"/> Street 2 <input type="text"/><br>* City <input type="text" value="Chapel Hill"/> State <input type="text" value="NC: North Carolina"/> Zip <input type="text" value="27599-1350"/><br>Congressional District, if known: <input type="text" value="NC-004"/>   |   |  |
| <b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b><br><br><br><br><br>  |   |  |
| <b>6. * Federal Department/Agency:</b><br><input type="text" value="Department of Education"/>   | <b>7. * Federal Program Name/Description:</b><br><input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/><br>CFDA Number, if applicable: <input type="text" value="84.015"/> |  |
| <b>8. Federal Action Number, if known:</b><br><input type="text"/>   | <b>9. Award Amount, if known:</b><br>\$ <input type="text"/>  |  |
| <b>10. a. Name and Address of Lobbying Registrant:</b><br>Prefix <input type="text"/> * First Name <input type="text" value="Kelly"/> Middle Name <input type="text"/><br>* Last Name <input type="text" value="Dockham"/> Suffix <input type="text"/><br>* Street 1 <input type="text" value="300 Bynum Hall"/> Street 2 <input type="text" value="CB 7006"/><br>* City <input type="text" value="Chapel Hill"/> State <input type="text" value="NC: North Carolina"/> Zip <input type="text" value="27599-7006"/>  |   |  |
| <b>b. Individual Performing Services</b> (including address if different from No. 10a)<br>Prefix <input type="text"/> * First Name <input type="text" value="Kelly"/> Middle Name <input type="text"/><br>* Last Name <input type="text" value="Dockham"/> Suffix <input type="text"/><br>* Street 1 <input type="text"/> Street 2 <input type="text"/><br>* City <input type="text"/> State <input type="text"/> Zip <input type="text"/>   |   |  |
| <b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.<br><br>* Signature: <input type="text" value="Terry R Magnuson"/><br>* Name: Prefix <input type="text"/> * First Name <input type="text" value="Terry"/> Middle Name <input type="text" value="R"/><br>* Last Name <input type="text" value="Magnuson"/> Suffix <input type="text"/><br>Title: <input type="text" value="Vice Chancellor for Research"/> Telephone No.: <input type="text" value="(919) 966-3411"/> Date: <input type="text" value="06/20/2018"/> |   |  |
| <b>Federal Use Only:</b>   |   | Authorized for Local Reproduction<br>Standard Form - LLL (Rev. 7-97)   |

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## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

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### **General Education Provisions Act (GEPA) Section 427 Description**

The Center for European Studies (CES) at UNC-Chapel Hill ensures equitable access to, and participation in, all its programs. In planning activities, CES invites panelists, speakers, participants, and educators from various fields, representing varying viewpoints in order to attract a wide and diverse audience. We advertise broadly in print, on radio, via social media, and our EuroFile Newsletter. We livestream events so those unable to attend in person can participate. CES is located in the Global Education Center, an accessible space for those with physical disabilities.

When posting positions, CES works with the UNC Office of Human Resources (OHR), which ensures that the principle of equal employment opportunity extends to all aspects of the employment relationship and does not discriminate based on race, color, gender, national origin, age, religion, creed, disability, veterans' status, sexual orientation, gender identity or gender expression. CES works with the Equal Opportunity/ADA Office to recruit applicants from underrepresented populations. Faculty and staff needing accommodations work closely with the Equal Opportunity and Compliance Office.

UNC's Office of Diversity and Inclusion creates "conditions to ensure the equitable educational and social benefits of diversity." The office runs many programs including convening campus-wide Diversity Liaisons, which support the mission within their units. CES' Executive Director is a Diversity Liaison. All CES staff members have completed Safe Zone (LGBTQ Allies), Safe Haven (sexual harassment), or Green Zone (Veterans) trainings.

CES works with UNC's Accessibility Resources and Service (ARS) office to meet the individual needs of TAM applicants as well as all current students with disabilities and medical conditions by coordinating appropriate accommodations. We work with UNC Study Abroad to facilitate access to overseas programs for students with academic accommodations, mobility concerns, and serious medical conditions, including mental and physical health concerns.

CES has been working actively with other international and area studies centers over the past four years on the "Opening Access" initiative, which seeks to understand and address barriers to participation in global education opportunities by students from underrepresented groups. The Opening Access work has made great strides: this year 369 students with financial need and limited travel experience applied for the three foundational Opening Access programs.

UNC meets 100% of demonstrated need for undergraduate students. Since 2014, UNC has provided up to \$4 million to improve graduation rates for all undergraduates, with a focus on low-income, first-generation, and underrepresented students; 46% of the 2018 incoming class will receive need-based aid in grants and scholarships.

Over the next four years, CES will collaborate with MSIs and Community Colleges throughout the state to support the addition of European content into existing courses across various disciplines. CES will continue offering its successful outreach programs to K-12 educators, with priority given to Title I schools or those from underserved, rural areas, thereby ensuring teachers and students from diverse backgrounds have access to all CES opportunities.

---

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

University of North Carolina at Chapel Hill

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name:  Middle Name:   
\* Last Name:  Suffix:   
\* Title:

\* SIGNATURE:

\* DATE:

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**

|                      |                                   |                                |                                       |                      |
|----------------------|-----------------------------------|--------------------------------|---------------------------------------|----------------------|
| Prefix:              | First Name:                       | Middle Name:                   | Last Name:                            | Suffix:              |
| <input type="text"/> | <input type="text" value="John"/> | <input type="text" value="D"/> | <input type="text" value="Stephens"/> | <input type="text"/> |

Address:

|           |   |
|-----------|---|
| Street1:  | <input type="text" value="CB:3449 3211 Global Education Center"/> |
| Street2:  | <input type="text"/>  |
| City:     | <input type="text" value="Chapel Hill"/>                          |
| County:   | <input type="text" value="Orange"/>                               |
| State:    | <input type="text" value="NC: North Carolina"/>                   |
| Zip Code: | <input type="text" value="27599"/>                                |
| Country:  | <input type="text" value="USA: UNITED STATES"/>                   |

|   |                             |
|---|-----------------------------|
| Phone Number (give area code)               | Fax Number (give area code) |
| <input type="text" value="(919) 962-6765"/> | <input type="text"/>        |

Email Address:

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No ☐ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

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| <input type="text"/> | <input type="button" value="Add Attachment"/> | <input type="button" value="Delete Attachment"/> | <input type="button" value="View Attachment"/> |
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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

The Center for European Studies (CES) at the University of North Carolina at Chapel Hill (UNC) is a hub on campus, in the community, in NC, and in the transatlantic community, with a mission to foster dialogue on a multitude of diverse issues facing Europe and the EU. Founded in 1993, CES cultivates a community of stakeholders including faculty and staff, students at all levels, educators throughout NC, community organizations, and the general public. Since 2014, CES has held 360 events with 19,174 people attending.

CES houses one of the few European Studies (EURO) undergraduate majors in the US and one of the few MA programs in European Studies with integrated study on both sides of the Atlantic, the TransAtlantic Masters Program (TAM). The innovative EURO-TAM BA-MA program allows students to complete both programs in reduced time (5 years). Graduates of both programs have impressive careers in federal government, business, non-profits, and in education, due in large part to an alumni network CES has fostered for 20 years. CES is one of UNC's six area studies centers, a European Commission's Jean Monnet Center of Excellence and Jean Monnet Project recipient, and an EU Delegation to the US 'Getting to Know Europe' grant recipient.

CES' proposed activities will strengthen European Studies at UNC, in NC, and in the nation. Our four-year strategic plan entitled "The New Europe: threats to unity, value of diversity?" will be the lens with which we examine historical, cultural, and political issues facing Europe and the EU. Specifically highlighting the diversity of Europe's citizens, their languages, cultures, and politics, will allow us to attract a broad and diverse audience to our programs.

Over the next four years, CES will promote learning of European languages and content amongst undergraduate, graduate, and professional school students. We will support teaching of priority languages and the development of new courses across disciplines. We will support academic conferences and research and foster new linkages with European universities. We will continue to develop a varied outreach strategy to K-12 teachers and collaborations with Community Colleges, Minority Serving Institutions, and Schools of Education. Our career focused activities will prepare students for federal government service as well as jobs in the education, business, and nonprofit sectors. We will award 75% of FLAS fellowships for the study of LCTLs, including six priority languages. We will offer activities for the general public and business and local government leaders, all the while fostering a diverse discussion on Europe.

CES' overall goal is to increase our impact on a broad and diverse audience through teaching, research, and promotion of European Studies and languages. Quality of proposed activities will be ensured through involvement of UNC and European scholars, experienced staff members, and community experts. Our approach is based on continuous assessment of stakeholder needs as well as quantitative and qualitative evaluation of each activity. CES' comprehensive Evaluation Plan breaks down our overall goal into six specific areas of focus: 1) reach underrepresented students, 2) expand collaborations with Community Colleges, 3) increase work with pre-service teachers and Schools of Education, 4) offer relevant professional development activities for educators, 5) increase digital outreach, and 6) increase student placement into areas of national need. MSI faculty and K-12 teachers will be directly involved in program evaluation. All of CES activities will have long-lasting impact amongst all stakeholders and the communities that they reach now and continue to reach through multiplier effects far into the future.



## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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**Center for European Studies  
University of North Carolina, Chapel Hill**

**National Resource Centers Program  
CFDA 84.015A**

and

**Foreign Language and Area Studies  
Fellowships Program  
CFDA 84.015B**

ED-GRANTS-052518-001

**FY 2018-2022**

FedEx Global Education Center 3210  
301 Pittsboro Street  
Campus Box #3449  
Chapel Hill, NC 27599-3449



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6. Appendix 4: Letters of Support

## List of Acronyms

|                |  |                   |   |
|----------------|--|-------------------|---|
| <b>ACTFL</b>   | American Council on the Teaching of Foreign Languages          | <b>K-12</b>       | Kindergarten through 12th grade               |
| <b>AP</b>      | Absolute Priority  | <b>LAC</b>        | Languages Across the Curriculum               |
| <b>ARTH</b>    | Art History  | <b>LAW</b>        | Law   |
| <b>AY</b>      | Academic Year  | <b>LCTL</b>       | Less Commonly Taught Language                 |
| <b>BABCNC</b>  | British-American Business Council of NC                        | <b>LGBTQ</b>      | Lesbian, Gay, Bisexual, Transgender and Queer |
| <b>BCS</b>     | Bosnian-Croatian-Serbian                                       | <b>LING</b>       | Linguistics                                   |
| <b>CAS</b>     | College of Arts and Sciences                                   | <b>LTL</b>        | Learning Through Languages                    |
| <b>CC</b>      | Community College  | <b>MA</b>         | Master of Arts                                |
| <b>CES</b>     | Center for European Studies                                    | <b>MAT</b>        | Master of Arts in Teaching                    |
| <b>CFE</b>     | Center for Faculty Excellence                                  | <b>METU</b>       | Middle East Technical University              |
| <b>CGI</b>     | Center for Global Initiatives                                  | <b>MNGT</b>       | Management                                    |
| <b>CIRTL</b>   | Center for the Integration of Research, Teaching, and Learning | <b>MUSC</b>       | Music   |
| <b>COMM</b>    | Communications   | <b>MSI</b>        | Minority-serving Institution                  |
| <b>CMPL</b>    | Comparative Literature   | <b>NC</b>         | North Carolina                                |
| <b>CPP1</b>    | Competitive Priority 1   | <b>NC A&amp;T</b> | North Carolina A&T State University           |
| <b>CPP2</b>    | Competitive Priority 2   | <b>NCCSS</b>      | North Carolina Council for the Social Studies |
| <b>CSEEEES</b> | Center for Slavic, Eurasian, and East European Studies         | <b>NCCU</b>       | North Carolina Central University             |
| <b>DAAD</b>    | German American Exchange Service                               | <b>NCGS</b>       | North Carolina German Studies Seminar         |
| <b>DAC</b>     | Digital Arts and Collaboration                                 | <b>NCSS</b>       | National Council for the Social Studies       |
| <b>ECON</b>    | Economics  | <b>NRC</b>        | National Resource Center                      |
| <b>EH</b>      | European Horizons  | <b>OHR</b>        | Office of Human Resources                     |
| <b>ENGL</b>    | English  | <b>PhD</b>        | Doctor of Philosophy                          |
| <b>EU</b>      | European Union   | <b>PMF</b>        | Performance Measures Form                     |
| <b>EUI</b>     | European University Institute                                  | <b>POLI</b>       | Political Science                             |
| <b>EURO</b>    | Contemporary European Studies                                  | <b>PORT</b>       | Portuguese                                    |
| <b>EU2U</b>    | EU to You  | <b>PWAD</b>       | Peace, War and Defense                        |
| <b>EvAP</b>    | Evaluation, Assessment, & Policy Connections                   | <b>RA</b>         | Research Assistant                            |
| <b>FLAC</b>    | Foreign Languages Across the Curriculum                        | <b>RELI</b>       | Religious Studies                             |
| <b>FLANC</b>   | Foreign Language Association of North Carolina                 | <b>ROMS</b>       | Department of Romance Studies                 |
| <b>FLAS</b>    | Foreign Language and Area Studies                              | <b>SoE</b>        | School of Education                           |
| <b>FREN</b>    | French   | <b>SoTL</b>       | Scholarship of Teaching and Learning          |
| <b>FTE</b>     | Full-time Equivalent   | <b>SPAN</b>       | Spanish                                       |
| <b>FY</b>      | First Year Seminar (FYS)                                       | <b>STEM</b>       | Science, Technology, Engineering and Math     |
| <b>GEC</b>     | Global Education Center  | <b>TA</b>         | Teaching Assistant                            |
| <b>GEOG</b>    | Geography  | <b>TAM</b>        | TransAtlantic Masters                         |
| <b>GERM</b>    | German   | <b>TAR</b>        | Travel Approval Requests                      |
| <b>GLBL</b>    | Global Studies   | <b>TRLN</b>       | Triangle Research Libraries Network           |
| <b>GSLI</b>    | Germanic and Slavic Languages and Literatures                  | <b>UC</b>         | Berkeley                                      |
| <b>HIST</b>    | History  | <b>UG/G</b>       | Undergraduate/Graduate                        |
| <b>HS</b>      | High School  | <b>UG</b>         | Undergraduate                                 |
| <b>IT</b>      | Information Technology   | <b>UK</b>         | United Kingdom                                |
| <b>ITAL</b>    | Italian  | <b>UNC</b>        | University of North Carolina at Chapel Hill   |
| <b>JWST</b>    | Jewish Studies   | <b>UNC-W</b>      | University of North Carolina at Wilmington    |
|                |  | <b>US</b>         | United States                                 |
|                |  | <b>WSSU</b>       | Winston-Salem State University                |
|                |  | <b>WWI</b>        | World War I                                   |

## A. Program Planning and Budget

**A1. Activities.** The Center for European Studies (CES) at the University of North Carolina at Chapel Hill (UNC) is a hub on campus, in the community, in NC, and in the transatlantic community, which continuously fosters the multi-faceted dialogue on European issues. Founded in 1993, CES successfully supports teaching and research, language and area studies courses, and outreach. CES houses one of the few Contemporary European Studies (EURO) undergraduate majors in the US and one of the few MA programs in European Studies with integrated study on both sides of the Atlantic, the TransAtlantic Masters Program (TAM). The innovative EURO-TAM BA-MA program allows students to complete both programs in reduced time (5 years). CES is one of 7 area and global studies centers at UNC, a European Commission's Jean Monnet Center of Excellence and Jean Monnet Project grant recipient, and a recipient of the "Getting to Know Europe" grant from the European Union (EU) Delegation to the United States (US). The following proposal aligns with National Resource Center (NRC) goals: activities planned will all strengthen CES' impact as a European and EU Studies center.

Europe is in flux and faces new challenges and perceived threats to peace and stability: Brexit, the refugee crisis, and populism. Economic crises abound across the continent. There are feelings of uncertainty amongst Europeans. Yet, Europe has seen over 70 years of peace and stability. Europe's influence around the world is strong, and democracy, freedoms, and multiculturalism are valued by the majority of citizens. What is happening in Europe today? What does the future of Europe and its citizens look like? How will Europe handle its concurrent crises? Examining these issues and finding answers to these challenges will guide our four-year strategic plan entitled **"The New Europe: threats to unity, value of diversity?"** Using this lens, we will look at historical, cultural, and political issues, including questions of citizenship and identity,

democracy and freedoms, social inclusion, the European economy, trade and investment, and environmental sustainability. Highlighting the diversity of Europe's citizens, their languages, cultures, and politics will allow us to attract a broad and diverse audience to our programs. All CES activities welcome, engage, and encourage diverse perspectives across a wide range of disciplines, topics, and stakeholders. Only through debate can we prepare students to lead in a world with a complex European landscape. Invitations will be extended to panelists, guest speakers, conference participants, and local audience members from diverse backgrounds and a wide variety of fields.

The strategic questions we will ask are embedded in CES' comprehensive NRC and FLAS proposal laid out here. We will promote learning of European languages and content amongst undergraduate, graduate, and professional school students. We will support teaching of priority languages and development of new courses across disciplines. We will support academic conferences and research and foster new linkages with partner institutions in Europe. We will continue to develop a varied and targeted outreach strategy to K-12 teachers and collaborations with Community Colleges (CC), Minority Serving Institutions (MSI), and Schools of Education (SoE). This network will enable us to reach students from diverse backgrounds. Our career-focused activities will prepare students for government service in areas of national need, as well as in areas of need in the education, business and non-profit sectors.

High quality of all proposed activities will be ensured through involvement of leading UNC and European scholars, experienced staff members, and community experts. Our approach is based on continuous assessment of stakeholder needs as well as evaluation of each activity. Quality will be further monitored through participation data, all recorded in 1 of 5 PMFs, and through our five Evaluation Boards (CES, TAM, MSI, K-12, and joint-NRC).

UNC has announced plans to be the best, public, global research university in the US. The newly launched Global Guarantee, based on the Opening Access initiative in which CES participates, will provide each undergraduate student with a global experience. New creativity hubs and accelerators will allow UNC researchers to be at the forefront of innovation to tackle global problems including disease, environmental sustainability, and health and society. Our Center's plans align with overarching university goals which will allow us to broaden our reach across campus, our community, and across the nation.

**A2. Timeline and Plan.** Proposed activities will strengthen European Studies and languages on campus and beyond. A dedicated and experienced staff will implement activities based on best practices honed. Collaborations, both on and off-campus, will allow us to effectively use resources and to reach a broad and diverse audience. All activities have been developed based on needs assessments conducted with students, faculty, community partners, K-12 teachers, MSI and CC colleagues, and partners at the UNC and UNC-W (University of North Carolina at Wilmington) Schools of Education.

| Table A.1 Center for European Studies: Timeline of Proposed Activities 2018-2022<br>*AP (Absolute Priority), CPP (Competitive Priority)  |   |   |        |        | NRC/FLAS<br>AP/CPP* |
|--|---|---|--------|--------|---------------------|
| Activity   | Year 1  | Year 2  | Year 3 | Year 4 |                     |
| Personnel  |   |   |        |        |                     |
| Executive Director (Contemporary European Studies [EURO] Director of Undergraduate Studies; EURO advisor), TransAtlantic Masters (TAM) Associate Director, Business Manager, and Outreach/FLAS Coordinator form team to implement all proposed activities.<br><i>Co-funding from College of Arts and Sciences (CAS).</i> |   |   |        |        |                     |
| EURO-TAM Program Assistant   | To be hired in year 1   | New position due to extensive growth of EURO-TAM program: duties to include general program support, social media, and organizing activities/events, especially related to career planning. <i>Co-funding from CAS.</i> |        |        |                     |
| Languages Across the Curriculum (LAC) Coordinator  | Organizes all LAC courses, leads yearly pedagogy workshop for LAC Teaching Assistants (TAs). UNC NRCs and University of Pittsburgh NRCs will collaborate on the development of a Foreign Languages Across the Curriculum (FLAC) program at Pitt. UNC’s LAC Coordinator will act as mentor to Pitt’s newly hired FLAC coordinator on implementing a FLAC program including course development, training of graduate student TAs, organizing and implementing pedagogy workshops, and program evaluation.<br><i>Co-funding from all NRCs and CAS.</i> |   |        |        |                     |
| Research Assistant for UNC SoE-  | Research Assistant (RA) will support UNC MAT partnership with University of Hamburg. Duties will include exchange program support and organizing  |   |        |        | NRC CPP 2           |



|   |  |  |                           |                           |               |
|---|--|--|---------------------------|---------------------------|---------------|
| University of Hamburg Partnership                         | multiple workshops for MAT students with Hamburg students and in-service NC teachers on UNC's campus each spring.  |  |                           |                           |               |
| Language Instruction                                      |  |  |                           |                           |               |
| Bosnian-Croatian-Serbian (BCS) Language Instruction       | Lecturer teaches 2 semesters; hiring process of new faculty  | New hire: BCS Teaching Assistant Professor will teach beginner and intermediate and two area studies courses each year. <i>Co-funding from Center for Slavic, Eurasian, and East European (CSEES) and CAS.</i> |                           |                           | FLAS CPP 2    |
| Romanian/LCTL (Less Commonly Taught Language) Instruction | Introduce beg/int Romanian courses   | Basque beginning/intermediate  | Galician beg/intermediate | Romanian beg/intermediate | FLAS CPP 2    |
|   | Introduction of Romanian into ROMS LCTL sequence. <i>Co-funding from Romance Studies Department (ROMS).</i>  |  |                           |                           |               |
| Turkish Language Facilitator                              | Facilitator will support hybrid teaching of all 5 levels of Turkish at UNC and Duke. <i>Co-funding from UNC-Duke Consortium for Middle East Studies.</i>   |  |                           |                           |               |
| LAC Courses   | 2 Languages Across the Curriculum courses taught per year; priority languages targeted: Arabic and Portuguese  |  |                           |                           |               |
| Area Studies Instruction                                  |  |  |                           |                           |               |
| EURO-TAM Course: "The New Europe"                         | New advanced Undergraduate/Graduate "The New Europe" semester-long course taught each spring to EURO, TAM, and other students by European visiting scholar; offers students chance to hone research skills.  |  |                           |                           |               |
| Travel  |  |  |                           |                           |               |
| Junior Faculty Travel Awards (competitive)                | 1-2 awards per year to Junior faculty (those without research funds) to conduct research in Europe or conference presentation; requires documentation of new content on Europe added to courses.   |  |                           |                           |               |
| CES Staff Travel  | Travel support for CES staff to attend EU Studies Association meetings in year 1 and 3; support for CES staff to co-lead Brussels Study Tour in collaboration with University of Pittsburgh.   |  |                           |                           |               |
| Competitive Travel Awards                                 | 1-2 awards per year for Librarian, Study Abroad Director or Advisor to travel to explore new linkages with institutions in Europe.   |  |                           |                           |               |
| Outreach Coordinator Travel                               | Travel support for Outreach Coordinator to attend regional and national teacher conferences including the North Carolina Council for Social Studies (NCCSS), Foreign Language Association of North Carolina (FLANC), and National Council for the Social Studies (NCSS).   |  |                           |                           |               |
| K-12 EU2U Teacher Trainings                               | Together with UNC faculty, CES staff will conduct multiple teacher training sessions per year (6). In conjunction with University of Pittsburgh's European Studies Center, we will conduct sessions in NC, Pennsylvania, and along the East Coast. Priority given to underserved/Title I schools. Sessions will be related to "The New Europe" and include content presentations, brainstorming, lesson planning. Funds used for travel. |  |                           |                           | AP 2          |
| Professional Schools Linkages Travel                      | Travel support for Faculty and staff to develop new or strengthen existing linkages with European universities to create new study abroad options.   |  |                           |                           |               |
| Supplies  |  |  |                           |                           |               |
| Library Acquisitions                                      | Support for acquisitions in European collections particularly for digital, film, and media resources.  |  |                           |                           |               |
| Outreach Supplies   | CES staff produce materials for teacher trainings, events as well as publicity materials to attract broad participation.   |  |                           |                           |               |
| Carolina Navigators                                       | Support for postage to mail Culture Kits to K-12 teachers throughout NC. Kits illustrate cultural life in various European countries, include lesson ideas, and multimedia presentations. <i>Joint NRC project.</i>  |  |                           |                           | AP 2          |
| Office Supplies and Memberships                           | CES staff purchase basic office supplies; support for memberships to European Studies associations.  |  |                           |                           |               |
| Career Preparation  |  |  |                           |                           |               |
| Career Workshops & Events                                 | Each semester career workshops will be held for EURO, TAM, FLAS students, including alumni panels, resume/cover letter workshops, sessions with Diplomat-in-Residence as well as annual Global Career Nights.  |  |                           |                           | National Need |

|   |   |            |
|---|---|------------|
| UNC Curriculum Development (competitive)  | 2 awards given each year to create new courses or modify existing courses by adding European content, specifically related to “The New Europe”; requires documentation of new content on Europe added to courses.   |            |
| MSI Curriculum Development (competitive)  | 2 awards given per year to faculty at Durham Tech, NC A&T University, NC Central University, or Winston-Salem State University to add European content to existing course or to create new courses related to theme of “The New Europe”; requires documentation of new content added to courses.  | NRC CPP 1  |
| Global Distinction CC Awards  | Support UNC World View’s Global Distinction program to add European content into courses across NC’s Community College System.  | NRC CPP 1  |
| SoE Curriculum Development (competitive)  | 2 awards given per year to UNC System SoEs to add European content to existing courses or to create new courses related to theme of “The New Europe”; requires documentation of new content added to courses.   | NRC CPP 2  |
| <b>Dedicated K-12 Outreach</b>  |   |            |
| K-12 Learning Through Languages (LTL) Symposium   | K-12 teachers supported to participate in LTL symposium. High school students create research presentations in foreign language (Arabic, German, French, Spanish) and present at LTL at UNC. Teachers supported by CES/NRC staff and UNC/Duke faculty on best practices for language acquisition during pre-symposium webinars and trainings. <i>Joint NRC project.</i> | AP 2       |
| <b>K-12/MSI/CC Educator Professional Development</b>  |   |            |
| Brussels Study Tour   | Together with the University of Pittsburgh, we will co-lead the Brussels Study Tour each June. This 5-day tour is an intensive look at EU institutions. Educators participate in 3 accompanying webinars and produce new lesson plans/course modules after each tour.   | AP 2/CPP 1 |
| K-12/CC/MSI “EU in NC” local Study Tours  | Each fall, CES will organize local “EU in NC” study tours for educators throughout NC. These interdisciplinary tours highlight the local impact of Europe in our community. Each tour will have a different focus to ensure diverse perspectives covered: Trade and Investment; Environmental Sustainability; History, Culture, Language; Democracy and Social Justice. | AP2/CPP 1  |
| World View Symposia   | Support World View’s annual K-12/CC symposia and Europe-specific teacher trainings and seminars.  | AP 2/CPP 1 |
| <b>Outreach to MSIs</b>   |   |            |
| MSI Travel Awards (competitive)   | 1-2 awards given per year to MSI or CC faculty to research in Europe or present at conference; requires documentation of new content on Europe added to courses.  | NRC CPP 1  |
| MSI Passport Events   | We will collaborate with MSI colleagues at Durham Tech, NC A&T, NCCU, and WSSU to organize events about Europe to augment new Europe-themed courses: films, lectures, events co-hosted on MSI and UNC campuses.   | NRC CPP 1  |
| <b>UNC School of Education Master of Arts in Teaching (MAT)</b>   |   |            |
| UNC SoE Mentoring Program   | Support UNC MAT’s in-service teacher to pre-service teacher mentoring program: mentors from across NC will attend specific workshops on European best practices and globalizing curricula with current UNC MAT and University of Hamburg students.  | NRC CPP 2  |
| <b>Outreach General Public, Media, Business (All events open to the public and advertised widely to engage broad and diverse audience and perspectives)</b> |   |            |
| Europe Week   | CES’ annual week-long series of events ranging from films to lectures to art exhibits and music performances all to highlight Europe’s relevance in NC.   |            |
| European Literature & Film Revue  | Annual visit of one author or filmmaker to introduce educators and the general public to European literature and films dealing with current issues facing Europe, linked to our “New Europe” theme. Teacher workshops will be held in conjunction with the public readings and viewings to discuss implementing the materials in the classroom.                         |            |
| Clean Tech Summit   | CES will work with the Institute for the Environment to support the annual Clean Tech Summit by bringing a European expert to present.  |            |

| Events: “The New Europe” (All events open to the public and advertised widely to engage broad and diverse audience and perspectives) |  |  |   |           |
|--|--|--|---|-----------|
| Lecture Series   | Support for lecture series including: “New Europe” series, EU shared lecture series with partner European Centers across the US, NC German Studies Seminar (NCGS).   |  |   |           |
| Competitive conference/speaker/working group support   | Early each fall we will announce a call for faculty to apply for conference, guest speaker, or working group support funds on themes relating to “The New Europe.” Applications must ensure diverse perspectives will be presented and broad advertising campaign used. <i>Co-sponsorship with Departments.</i>  |  |   |           |
| Working Groups   | CES will support on-campus research and collaborations through working groups: Modern British Studies, Forum on Southeastern Europe, UNC Seminar on the Anthropocene. <i>Co-sponsorship from departments.</i>  |  |   |           |
| UNC Faculty-led Workshops/Conferences  | CES will host workshops and conferences in AY1-4 on: Brexit, Citizenship, Environmentalism, Inequality, CHES, National Cultures Across the Curriculum (CLAC), Liberal Democracy and Populism, Labor Rights, Czech & Slovak Studies, & EU-US relations. Speakers and partners from local government, businesses, non-profits, and other universities will be invited.   |  |   |           |
| Evaluation   |  |  |   |           |
| Evaluation of activities by external evaluation team   | CES will work with evaluation experts to assess and evaluate all programs including PMF data collection, FLAS focus groups, survey implementation as well as further project-based evaluation (study tours, teacher trainings, & public events) to ensure diverse populations are participating.   |  |   |           |
| K-12 Teacher Advisory Committee  | To evaluate K-12 outreach efforts, the UNC NRCs will form a 10-15 member K-12 Teacher Advisory Committee. Each center will nominate 1-2 teachers to include diverse disciplines, grade levels, and state-wide representation. Priority will be given to underserved/Title I schools. At annual meeting, the teachers will provide feedback on the development, evaluation, and promotion of our outreach programs. |  |   | AP 2      |
| MSI Symposium  | Annual meeting of MSI colleagues to present best practices on adding European content to curriculum and related passport activities for students   | Joint UNC NRC-MSI symposium for all partners | CES & MSI colleagues meet to evaluate; plan future activities | NRC CPP 1 |
| Evaluation: CES and TAM Boards   | CES and TAM Advisory Boards will evaluate all CES activities especially related to teaching and research. Boards meet twice per year.  |  |   |           |
| FLAS Awards  |  |  |   |           |
| FLAS application and selection   | CES works with all NRCs, Opening Access Coordinator, all CAS units, and professional schools to announce, advertise, and recruit applicants in particular for priority languages (each fall) and with demonstrated financial need; CES internal selection process in February.   |  |   |           |
| FLAS management, reporting, evaluation   | Each March-April, FLAS awardees notified, orientation sessions held, approval sought for summer programs and travel. FLAS reporting conducted April-June. FLAS surveys of CES recipients conducted annually.   |  |   |           |

**A3. Costs.** Our proposed activities are based on a solid foundation of institutional commitment.

To extend the impact of NRC funding, CES proposes a feasible plan of activities making every effort to keep costs at a minimum: we will partner and share resources with on-campus units, academic departments, the College of Arts and Sciences, and professional schools as well as with partner European Studies centers in the US (Pittsburgh, Berkeley, Wisconsin, Washington) and

partner European universities. CES leverages funding from the EU and collaborates with other UNC NRCs to keep individual Center costs down. We will partner with World View, a UNC public service program, K-12 teachers and schools, and other NRCs on outreach efforts. Part of our joint-NRC comprehensive evaluation plan is to assess and evaluate success, which includes maximum impact at minimum cost.

**A4. Long-term Impact.** All activities listed above are proposed with long-term impact in mind. Over the course of the grant cycle, CES will have strengthened the study of Europe on UNC's campus, throughout NC in K-12 schools, at Community Colleges, and at MSIs – and supported pre-service teachers at UNC and UNC-W Schools of Education. CES will strengthen on-campus partnerships with CAS departments as well as with professional schools. We will reach students with demonstrated financial need. We will increase placements of our EURO, TAM, and FLAS students in government service and business, education, and non-profit sectors. We will support language teaching in 3 European priority languages (BCS, Romanian, and Turkish), and new European Studies courses. We will grow our online presence with new resources including lesson plans from educators participating in our tours. We will grow our EuroFile newsletter subscriptions and Facebook, Twitter, and Instagram followers. We will increase our participation rate in CES events through new community collaborations and ensure diverse perspectives are represented through broad advertising.

## **B. Quality of Staff Resources**

**B1. Qualifications of Faculty and Staff.** In 2018, *US News and Report* ranked UNC the 5<sup>th</sup> best public university in the US. With \$632.4 million awarded in 2017-18, UNC is 6<sup>th</sup> among research universities receiving federal funding. Over 3,880 full-time faculty members are employed at UNC. Of those, 236 faculty members in European Studies and languages publish

frequently, teach actively, win external funding and honors, and collaborate with scholars at European universities and institutions.

| <b>Table B.1 Faculty Honors &amp; Accomplishments, selected</b> |                                       |  |
|---|---------------------------------------|--|
| Jamie Bartram   | Public Health                         | Director, UNC Water Institute; Head, NC Secretaries' Science Advisory Board  |
| Greg Gangi  | Environment & Ecology                 | 2018 C. Knox Massey Distinguished Service Awards   |
| Banu Gökarıksel   | Geography                             | 2018 American Association of Geographers Enhancing Diversity Award; 2017 UNC Chapman Teaching Award  |
| Karen Hagemann  | History                               | 2016 Hans Rosenberg Book Prize: <i>Revisiting Prussia's Wars Against Napoleon: History, Culture and Memory</i> , Cambridge University, 2015  |
| Liesbet Hooghe & Gary Marks                                     | Political Science                     | Robert Schuman Fellows at EUI; 2017 Elazar Distinguished Scholar Award, American Political Science Association   |
| Evelyne Huber   | Political Science                     | 2018 Executive Committee member of the Council of Europeanists; 2017 Vice President, APSA  |
| Priscilla Layne   | German Studies                        | American Academy in Berlin Fellow fall 2018  |
| Layna Mosley  | Political Science                     | 2017 Fulbright Scholar at Hertie School of Governance, Berlin  |
| Richard Myers   | Law                                   | Center for European Policy Studies (Brussels) Task Force: EU/UK/US Cooperation in Criminal Justice Matters Post-Brexit   |
| Susan Page  | Women's & Gender Studies              | 2014 Carolina Women's Center Faculty Scholar Award; 2015 Fellow at the Institute for the Arts and Humanities   |
| David Richardson  | Epidemiology; School of Public Health | 2016 Best Paper in Epidemiology in Occupational Health "Risk of cancer from exposure to ionizing radiation: a retrospective cohort study of workers in France, the UK, and the US" |
| Milada Vachudova  | Political Science                     | Jean Monnet Chair for EU Studies (2015-18), Chair, Global Studies  |

The activities of UNC faculty are supported by CES under the leadership of John D Stephens, Lenski Distinguished Professor of Political Science and Sociology. Director of CES since 2006, Prof. Stephens is an internationally recognized scholar on comparative social policy and democratic development. He has published award-winning books and numerous refereed articles in first-tier journals. He received the 2016 Best Conference Paper Prize from the Network in Political Economy at the Conference of Europeanists. Prof. Stephens has been a Visiting Fellow at institutes for advanced study in Germany, Italy, and Sweden.

UNC faculty receive university, departmental, and CES travel and research funds to present at professional conferences both in the US and in Europe. Since 2014, CES provided 47 awards for conference, linkage, and research travel and curriculum development to UNC faculty. UNC's Center for Faculty Excellence (CFE) is the campus-wide professional development center providing faculty support. Programs and resources meet the diverse needs of faculty throughout

all stages of their careers: new faculty orientation, professional development grants, workshops and seminars, and individual consultations. Programs include a Peer Visits program, Course Design Institutes, a biennial faculty showcase, grant programs to promote course redesign and digital innovation, and a new Faculty-in-Residence program promoting the Scholarship of Teaching and Learning (SoTL). The CFE Research Division promotes faculty success via a Summer Writing Group program and grant programs to assist faculty in Research Communication and SoTL. The CFE Leadership Division's expanded offerings support the development of both early-career and advanced skills needed to enable mid-career and senior faculty to effectively lead larger initiatives, units, and departments.

CES provides staff members with professional development opportunities both on- and off-campus. Staff co-lead the Brussels Study Tour, attend EU Studies Association conferences, Jean Monnet network meetings, regional and national outreach conferences, and have participated in Erasmus+ staff exchanges. All staff have completed Safe Zone (LGBTQ Allies) and Safe Haven (sexual harassment) trainings and we have one Green Zone Ally (Veterans).

All UNC faculty teach both undergraduate and graduate courses and all (with the exception of those with significant administrative duties such as department chairs or center directors) teach 4 courses per year. The student-faculty ratio is 13:1 and 87% of courses have fewer than 50 students. Our faculty teach, advise, and mentor EURO majors, TAM students, Europeanist PhD students, and students learning about Europe across campus. CES fosters a community of European Studies scholars both beginner and advanced. Prof. Hooghe, a renowned expert on EU politics, will teach a new First-Year Seminar (FYS) in fall 2018 developed for EURO-TAM students. Prof. Stephens teaches the core TAM course. Prof.s Marks and Jarausch, the founders of CES in 1993, teach the two required core courses for the EURO major. Starting in fall 2018,

EURO will offer an Honors Thesis option, a two-semester sequence (EURO 691H/692H) in which a student works closely with a CES-affiliated faculty member. Our faculty supervise

| Table B.2 CES Professional Staff   |   |   |
|--|---|---|
| <b>Kathleen Shanahan Lindner</b><br><i>Executive Director, Director of Undergraduate Studies</i> | MA, TransAtlantic Studies (TAM Program) | Oversees all activities of CES, Jean Monnet Center of Excellence, Jean Monnet Project, EU “Getting to Know Europe” grant, TAM Program; EURO advisor |
| <b>Sarah Hutchison</b><br><i>TAM Associate Director</i>  | PhD, Comparative Literature             | Manages recruiting, advising, alumni network, student services; Director of Graduate Studies  |
| <b>Noel Bynum</b><br><i>Outreach Coordinator</i>   | MA, Higher Education                    | Develops and implements outreach programs; FLAS coordinator   |
| <b>Stephanie Volk</b><br><i>Business Manager</i>   | BA, Business Administration             | Manages finances and budgeting  |

numerous PhD theses. The EURO major and TAM advisors (both housed in CES) offer individualized advice to students during the

application stage, their studies, and their time as alumni, with particular attention to career planning (CV workshops, alumni panels, and discussions with US State Department officials).

Advising of BA, MA, and PhD students in all departments is offered by student services coordinators and Directors of Undergraduate and Graduate Studies.

**B2. Staff Oversight.** John Stephens, CES’ Director, sets policy goals and represents the Center in the university and beyond. Kathleen Shanahan Lindner, CES Executive Director, Director of Undergraduate Studies, and EURO advisor, has over 20 years of experience in university-related program management and student advising. Sarah Hutchison, TAM Associate Director, has been

| Table B.3 CES Advisory Board   |
|--|
| Chair: <b>John Stephens</b> , Lenski Professor of Political Science & Sociology  |
| <b>Samuel Amago</b> , Chair, Romance Studies Department; Professor of Spanish    |
| <b>Chad Bryant</b> , Associate Professor of History                              |
| <b>Joanneke Elliott</b> , University Libraries                                   |
| <b>Douglas Elvers</b> , Adjunct Professor of Operations, School of Business      |
| <b>Liesbet Hooghe</b> , Kenan Professor of Political Science                     |
| <b>Klaus Larres</b> , Krasno Distinguished Professor of History                  |
| <b>Rahsaan Maxwell</b> , Associate Professor of Political Science                |
| <b>Layna Mosley</b> , Professor of Political Science                             |
| <b>Richard E. Myers II</b> , Brandis Distinguished Professor of Law              |
| <b>John Pickles</b> , Phillips Distinguished Professor of Geography              |
| <b>Susan D. Pennybacker</b> , Poston Distinguished Professor of European History |
| <b>Donald Searing</b> , Craige Professor of Political Science                    |

and has grown in this role since 2002. Noel Bynum, dedicated Outreach Coordinator, has 5 years of programming experience. Our Business Manager at the Center since 1997, Stephanie

Volk, maintains excellent budgeting practices. The **CES Advisory Board** is comprised of 13 representatives of core disciplines, professional schools (Law and Business), and UNC Libraries, each appointed for a 3-year term. The committee meets twice per year to advise on Center goals, the EURO major, funding, and outreach. They also select FLAS recipients and participate in CES outreach activities.

A **TAM Advisory Committee**, consisting of TAM thesis advisors and faculty, oversees admissions and sets academic priorities in line with the Graduate School guidelines. A committee of all **TAM representatives** from each partner institution meets twice a year to review the curriculum, tuition, recruitment, formal agreements, and MA Theses requirements. In 2014, TAM created an **External Advisory Alumni Board** to assist with marketing, recruiting, networking, career advising, and fundraising projects, which is now comprised of 11 alumni from various career fields (US government, think-tanks, business, and universities).

**B3. Non-Discriminatory Employment Practices.** In 2017, UNC received the Higher Education in Diversity Award from *Insight into Diversity*. The UNC Office of Human Resources (OHR) ensures that the principle of equal employment opportunity extends to all aspects of the employment relationship and does not discriminate based on race, color, gender, national origin, age, religion, creed, disability, veterans' status, sexual orientation, gender identity or gender expression. OHR works closely with the Equal Opportunity/ADA Office to ensure that UNC's open positions are advertised to underrepresented populations. According to the most recent data, 27% of UNC employees are African American, American Indian/Alaskan Native, Asian, Hispanic, Native Hawaiian/Pacific Islander or a mix of two or more races; 55% are female. UNC's Office of Diversity and Inclusion "builds understanding across differences, creates conditions to ensure the equitable educational and social benefits of diversity, and cultivates a



welcoming and supportive environment for undergraduate students, graduate and professional students, faculty, and staff, positioning them to reach their greatest potential.” The office runs many programs including convening campus-wide Diversity Liaisons, which support the mission within their units. Kathleen Lindner is CES’ Diversity Liaison.

### C. Impact and Evaluation

**C1. Impact.** CES serves a wide on-campus community by supporting and promoting language and area studies courses, events, digital resources, professional development, research and training. In 2016-17, total undergraduate, graduate, and professional school enrollment in European Studies courses reached 34,346, with an additional enrollment of 9,142 in language courses. Five priority languages related to Europe are currently taught at UNC: Arabic, BCS, Polish, Portuguese, and Turkish through at least the intermediate level. UNC offers several European LCTLs: Czech, Dutch, Italian, and Hungarian, all through at least the intermediate level. Beginning/Intermediate Galician/Basque/Catalan are offered in rotation. Starting in 2018, Romanian will be added to this sequence. A new Teaching Assistant Professor of BCS will start in 2019, to teach beginning and intermediate and two content courses in Southeastern European Studies each year. A new Spanish minor in Translating and Interpreting will begin in 2018-19, as will the Scottish-Gaelic Visiting Lectureship in the Comparative Literature Department. Since 2014, CES gave 61 FLAS awards, 66% for priority languages and 16% for LCTLs, and supported 14 LAC courses. CES awarded 47 grants for travel, research, and curriculum development across 11 departments and 4 professional schools. The EURO major has grown from 9 to 48 students; the Excel@Carolina EURO-TAM BA-MA assured admission program, launched in 2015, now has 28 students enrolled. The Excel BA-MA program allows students to complete both programs in reduced time (5 years) and guarantees them admission to TAM when

they enter UNC as first-years. The EURO major's course list now includes 52 additional courses from 10 disciplines. In 2015, the TAM Double-Degree with 3 partners and Track III, German-Turkish Studies, with the Middle East Technical University (METU) in Turkey, were launched. Two partners have joined TAM: Sciences Po Grenoble (2017) and University of Gothenburg, Sweden (2018).

EURO and TAM graduates and FLAS awardees place well into government, non-profit, and business sector jobs. Most recent data shows 62% of EURO alumni, 76% of TAM alumni, and 26% of FLAS recipients since 2008, work in these fields (see tables C.4-6 for details).

Since 2014, CES' comprehensive outreach strategy reached various stakeholders: 360 public events had 19,174 people attend. CES sponsored 20 academic conferences and workshops with a collective attendance of over 1,068. We held 10 events focused on the business community with 210 attendees. CES co-sponsored the Clean Tech Summits 2015-18, which drew 3,350 participants. In 2016, we launched an annual Europe Week and had a total attendance of 1,144 over three years. 83% of survey respondents cited an above average understanding of Europe after attending Europe Week activities.

Since 2014, the CES website garnered 203,258 views from 86,684 users. It houses digital resources accessible to educators, students, and community members all over the world.

Facebook likes have remained consistently above 3,000, Twitter followers have increased by over 200%, following on Instagram has increased with engagement targeted to students, and CES' 46 YouTube videos have garnered 3,908 views. CES' Teaching the EU Toolkits web pages were accessed 3,631 times since June 2016. 11 Digital Speakers Bureau videos have garnered 322 views since June 2017. The EuroFile newsletter is sent twice monthly to 2,831 subscribers, up from less than 500 in 2014.

Since 2014, CES outreach activities reached 3,634 educators, including 3,018 K-12 teachers, 575 CC, 30 MSI, and 11 Schools of Education faculty. As a result, 60 new courses were developed or amended. In house, we organized 23 educator events (study tours, teacher trainings, LTL) with 341 in attendance. “EU in NC” local study tour participants cited a 38% increase in their knowledge of the EU and a 46% increase in knowledge of issues affecting the EU. 93% of EU2U teacher training participants cited an average or above average understanding of the EU after the sessions. Brussels Study Tour 2017 participants experienced a 42% increase in their understanding of the EU and its institutions, and a 33% increase in understanding of the major issues facing the EU.

**C2. CES Activities & National Need.** CES’ activities address the national need by supporting area studies training, research, and information dissemination. Faculty reach the public through publications, original data sets, conference presentations, and articles. They gave 308 media interviews on European topics since 2014. CES disseminates information through our EuroFile Newsletter to 2,831 subscribers, our social media outlets, blog posts, our CES alumni network, and our website. Many educator resources are housed on our website (see Table I.2). Starting in 2018, a new Medium blog will showcase faculty and student research and educator resources. The new blog will feature a section on alumni careers in government, business, non-profit, and education sectors in order to foster networking amongst alumni and students and thereby job placement. We will create a new Career Newsletter showcasing interesting alumni, but also job opportunities and career advice. Working groups, conferences, and workshops organized by faculty across departments provide graduate students with extremely valuable professional development skills needed for a career in academia.

From 2015-18, we supported a new Turkish Lecturer, who as of fall 2018 is fully institutionalized. In 2018, CES will support a new BCS Teaching Assistant Professor and Romanian language courses; this will increase European priority languages at UNC to 6.

**C3. Non-Discriminatory Equal Access.** UNC is committed to equal access and treatment for students and staff from traditionally underrepresented groups, including making campus programs and facilities accessible to the physically challenged through building design and the provision of special assistance by designated offices. As part of its evaluation program, CES has collaborated with other UNC NRCs on the Opening Access initiative, led by UNC's Center for Global Initiatives (CGI). This project convened a task force representing more than two dozen offices across campus, including financial aid, student advising, residential life, and offices serving underrepresented groups, including first-generation students, transfer students, and minority students. The task force has met twice a year for 5 years, with subcommittees meeting more frequently, to identify barriers to participation, to design interventions to overcome these barriers, and to track progress through systematic data gathering. The task force has generated several small-scale initiatives to support study tours for students with financial need who have never traveled abroad and a major initiative, the "Global Guarantee," which UNC has adopted as a priority for its current capital campaign. This program will support overseas study for hundreds of UNC students each year who are eligible for financial aid. The Opening Access initiative has tracked trends in participation in European Studies by students of underrepresented groups including the percentage of undergraduates in European Studies courses who receive need-based financial aid, as compared to the UNC undergraduate student body. This data shows that CES is reaching just over 40% of students of need, just above the overall percentage of students receiving aid. The number of applications to and participation in European Studies opportunities

(scholarships, FLAS) amongst underrepresented students has increased over the grant cycle.

Increasing this participation further is one of CES' six focus areas of evaluation.

**C4. Evaluation Plan.** In collaboration with other UNC NRCs, CES is continuing its evaluation activities with a team of experienced evaluation experts. Dr. Gregory Cizek and Dr. Rita O'Sullivan of UNC's School of Education will, as senior consultants, guide CES' overall evaluation plan. Beth-Ann Kutchma and Fabiola Salas Villalobos will implement the evaluation

| <b>Table C.1 Evaluation Specialists</b> |   |   |
|---|---|---|
| <b>Name</b>                             | <b>Credentials</b>  | <b>Project Role</b>                                       |
| Dr. Gregory Cizek                       | Distinguished Prof.; National Council on Measurement in Ed.; ED's National Assessment Governing Board           | Senior Consultant; guide development of evaluation plan   |
| Dr. Rita O'Sullivan                     | Director of UNC EvAP in SoE; American Evaluation Assoc; lifetime achievement award for evaluation               | Senior Consultant; guide evaluation plan & analyze data   |
| Beth-Ann Kutchma                        | EvAP certificate; 20 years' experience in evaluation for international education; launched UNC's Opening Access | Design and facilitate surveys and conduct data collection |
| Fabiola Salas Villalobos                | PhD candidate in SoE; 4 years' EvAP experience with NRCs  | Conduct interviews & focus groups                         |

plan.

An Evaluation Board

made up of staff from

each NRC will plan

joint-evaluation

activities. The CES and

TAM Advisory Boards meet twice per year to provide further evaluation of teaching and research activities. Finally, two external boards will evaluate our programs. A newly created Teacher Advisory Board, comprised of 1-2 teachers per NRC to include diverse disciplines, grade levels, and state-wide geographic representation (priority will be given to underserved/Title I schools) will convene annually to provide feedback on the development, evaluation, and promotion of CES' outreach programs. CES will bring MSI colleagues to campus in years 1, 2, and 4, with a joint-NRC MSI symposium held in year 3. These symposia will allow UNC and partner MSI colleagues to assess our partnerships and plan for the future.

**CES' overall goal is to increase our impact on a broad and diverse audience through teaching, research, and promotion of European Studies and languages.** Our plan will be assessed through data captured in the Performance Measure Forms, both quantitative and

qualitative survey data, focus groups, and recommendations from our four advisory channels mentioned above. CES' **Evaluation Plan** focuses on **six areas** identified through past evaluations and strategic planning as important areas for growth, corresponding with the Department of Education priorities.

**1. Broaden access to European Studies for underrepresented students.** CES has been active in gathering data on participation in European Studies opportunities by underrepresented groups. We will work with the Opening Access initiative to further identify barriers to participation and to reach new students. Evaluation will focus on the number of students from underrepresented groups in European languages, applications to, and participation in European Studies study abroad opportunities. We will conduct focus groups with students from underrepresented groups to investigate their impressions of CES' programs, possible perceived barriers, and suggestions for overcoming these barriers. We aim to increase applications to European Studies opportunities by 10%, participation in these opportunities by 5%, and participation in upper-level language courses by 5% over the course of the grant cycle (PMF 1).

**2. Globalize Community College curricula by increasing European content.** CES will continue to collaborate on the NC Global Distinction initiative, established with our support in 2014 by World View, to globalize the CC curriculum and increase CC faculty and student involvement in global issues, activities, and dialogue. Students completing this program graduate with "Global Distinction." We aim to increase the number of Community Colleges that participate and have institutionalized the program by 4 (CPP 1/PMF 2).

**3. Collaborate with UNC System Schools of Education.** We will continue working with UNC and UNC-W Schools of Education by offering curriculum development grants to increase European content in courses for pre-service teachers. Our aim is to increase European content

courses by 15% over the grant cycle. We will strengthen the impact of the UNC SoE's MAT program's exchange with the University of Hamburg by organizing workshops at UNC with Hamburg and UNC students, local K-12 schools, and teacher-mentors from across NC to foster mutual learning, further research, and curriculum planning. We will begin a planning process with UNC-W to explore development of a Portuguese track within the BA in Education's International Studies Concentration. We will involve pre-service teacher judges in our Learning Through Languages events to increase understanding of language pedagogy and invite pre-service teachers to our annual LAC pedagogy workshop (CPP 2/PMF 3).

**4. Increase outreach to educators.** Through our comprehensive outreach activities, we will reach new K-12 teachers, MSI/CC faculty, and their students as well as strengthen relationships and collaborations with existing partner educators. We will offer passport events (lectures, films) both at UNC and at partner institutions to increase impact. We will conduct pre-event surveys and needs assessments in order to offer the content most interesting to the audience. We will track participation data and pre- and post-event survey data to gauge knowledge gained. We aim to increase educator participation by 20% (AP 2/CPP 1/PMF 4).

**5. Increase impact through digital outreach.** We will grow our online presence with new resources, including lesson plans from educators participating in our tours, filmed lectures, publications, and a new Medium blog featuring alumni (see C.2) and articles about issues facing Europe. We will grow our EuroFile newsletter subscriptions by 10% over the grant cycle and increase Facebook, Twitter, and Instagram followers. We will increase our participation rate in CES events through new community collaborations and broad advertising (PMF 4).

**6. Increase placements of EURO and TAM students in areas of national need.** CES will organize career workshops for EURO, TAM, FLAS students, and all other interested European

Studies students to encourage government service and increase placements into federal, business, education, and non-profit jobs. Events will include alumni panels, resume/cover letter workshops, and sessions with the Diplomat-in-Residence every semester as well as an annual Global Career Night with UNC alumni panelists representing all 4 fields. We will create a new Career Newsletter showcasing interesting alumni, but also job opportunities and career advice. We will add a feature on our new Medium blog about alumni in government, business, education, and non-profit careers. We aim to reach 75 participants in these events and add 75 subscriptions to the new Career Newsletter by the end of the grant cycle (PMF 5).

All elements of our Evaluation Plan are informed by evaluations conducted since 2014. The plan to evaluate the broadening of access of underrepresented groups is based on the ongoing evaluation work conducted in conjunction with the Opening Access initiative, including data analyses. Global Distinction has been enormously successful and has grown based on the 16 CCs that have institutionalized the program thus far. Plans to continue and deepen our partnership are based on interest from CES and both UNC and UNC-W Schools of Education. Collaborations with UNC-W have impacted more than 1,000 pre-service and in-service K-12 teachers. Survey data shows that our educator outreach programming is successful. Our public provides critical feedback through surveys as well as through interaction on social media. The growth of digital resources accessed since 2014 shows a need for these tools and an increase of our digital footprint. Tremendous growth in student enrollments in European Studies courses and degrees shows the need for comprehensive advising to increase placements in areas of national need.

**C5. Placements in Areas of National Need.** CES has an excellent record of placing alumni into areas of national need. EURO alumni placement data shows that 11.8% of alumni work in government, 14.7% in non-profit, and 35% in the business sector (see Table C.2). TAM alumni



data shows that 27% of 328 graduates work in government, 26% non-profit, and 23% in the private sector (see Table C.3). FLAS alumni data shows that of awardees since 2008, 47.7% are in education, 4.5% in government, 6.3% in the non-profit sector, and 15.3% in business (see

| <b>Table C.2 EURO Major Placement (Total graduates: 34)</b> |   |
|---|---|
| <b>Sector</b>   | <b>Examples</b>   |
| <b>Higher Education: 8%</b>                                 | Assistant Professor, University of Maryland; Alumni Officer, Aiglon College, Switzerland    |
| <b>Private Sector: 35.3%</b>                                | Credit Suisse; Barclays Bank; Uber  |
| <b>NGOs/Think Tanks/Foundations: 14.7%</b>                  | Global Communities; Equality NC; Chemical Education Foundation                              |
| <b>US Federal or State Govt.: 11.8%</b>                     | Intelligence Analyst; US Senate; FEMA; US Army  |
| <b>MA/PhD/JD Programs: 26.5%</b>                            | TAM; PhD candidate, Political Science, Emory; MA Russian/E. European Affairs, Harvard; SAIS |

Table C.4). Europeanist PhD students are receiving prestigious postdoctoral appointments at Princeton, European University Institute (EUI), and Georgia Tech, for example, and tenure-track jobs at well-known liberal arts colleges (Albion,

Colgate, Davidson, Elon, Furman, Wake Forest, Whitman) and Research I universities (Virginia, Washington, UNC).

CES actively supports all European Studies students to find work in areas of national need and activities will be increased in the next grant cycle. We hold career planning workshops, and alumni panels both in the fall and spring with federal government, education, non-profit, and business sectors represented each time. We

| <b>Table C.3 TAM Placement (328 graduates total)</b> |   |
|--|---|
| <b>Sector</b>  | <b>Examples</b>   |
| <b>US Federal, State Govt.: 27%</b>                  | US Department of Defense; Defense Intelligence Agency; State Department (Foreign and Civil Service, and G-TIP); US Department of Commerce; USAID; FBI; NIH; New York City Department of Environmental Protection; Go Triangle (NC Regional Transit) |
| <b>NGOs &amp; Think Tanks &amp; Foundations: 26%</b> | Brookings Institute; Center for European Policy Analysis; VNG International; German Historical Institute; American Institute for Contemporary German Studies; Freedom House; World Bank; American Academy in Berlin                                 |
| <b>Higher Education: 10%</b>                         | Global Education Office, College of William and Mary; Office of Research and Engagement, University of Tennessee; UNC Center for European Studies; Drexel University; Luxembourg University   |
| <b>Private Sector: 23%</b>                           | Lufthansa Airlines; Cornerstone Government; Cyberderm; Amazon; iJet; Kyle House Group; Stanley Black & Decker; Blue Cross/Blue Shield of NC; Mercer Consulting  |
| <b>PhD / JD Programs: 6%</b>                         | Global Aging: Oxford; War Studies: King's College London; Political Science: NYU; UC-Berkeley, University of Missouri, Clark Atlanta University, Cornell University   |
| <b>Media: 4%</b>                                     | Bloomberg - London; Dow Jones Newswires; MLex Market Insight  |
| <b>Foreign Govt. /IGOs: 4%</b>                       | Canadian Foreign Service – Global Affairs Canada; NATO; UN's Office of Administration of Justice (NYC) and UN – Energy Efficiency Dept (Zagreb)   |

bring in US Department of State officials each fall to meet with students and the Diplomat-in-Residence holds regular office hours in our building. We make students aware of job opportunities via listservs, the EuroFile newsletter, and social media. We actively connect alumni to students via our EURO and TAM LinkedIn groups.

In partnership with all UNC NRCs, the Curriculum in Global Studies, and UNC Career Services, CES held the first annual Global Career Night for a mix of undergraduate, graduate and professional school students in February 2018. Three UNC alumni discussed their career trajectories since graduation and gave practical advice. Panelists included: an Assistant Professor at the US Military Academy with significant work experience in federal government; a local small business and foundation owner; and a community non-profit representative. We will continue organizing this annual event. UNC Career Services has a wealth of resources available to assist students with their job search. Efforts to increase these placements will include a new Career Newsletter and a Medium blog featuring alumni in careers in areas of national need (see evaluation plan point 6).

**C6. Enrollments and Specialists.** UNC has seen tremendous growth in students interested in studying Europe over the past 2

years. In 2016-2017, UNC conferred 374 undergraduate degrees related to study in Europe, including European Studies, foreign languages and literature, History, and Global Studies. These degrees represent a 93% increase for majors and a 298% increase in minors from 2014-2015. Currently, 146 PhD students and 52 terminal MA students are studying Europe in 12 disciplines, including 2 professional schools. The EURO major has grown from 9 students in fall 2014 to 48

| <b>Table C.4 FLAS Survey results 2008-2018</b>                                    |       |
|---|-------|
| <b>Type of employer:</b>  |       |
| Higher education  | 47.7% |
| Government  | 4.5%  |
| Non-profit sector   | 6.3%  |
| Business  | 15.3% |
| Other   | 10.8% |
| No response   | 15.3% |
| <b>How often do you use your FLAS language in your current position?</b>          |       |
| Never   | 22%   |
| Less than once a week   | 11%   |
| At least once a week  | 67%   |
| <b>How often do you use your area studies knowledge in your current position?</b> |       |
| Less than once a week   | 0%    |
| At least once a week  | 78%   |
| No response   | 22%   |

students in spring 2018, due in large part to the EURO-TAM BA-MA Program. Although EURO-TAM is open to all interested students, in 2015, it became part of the Excel@Carolina UNC Admissions program, which offers assured admission to both EURO and TAM to the top 10% of admitted students. EURO-TAM is the only global program amongst Excel offerings. In 2016-17, European Studies courses had a total undergraduate, graduate, and professional school (Business, Education, Journalism, Law, Public Health, Medicine, and Information and Library Sciences) enrollment of 34,346 and 9,142 in language courses. Receiving a rigorous degree with a European focus prepares UNC students for a wide variety of career opportunities after graduation. In 2017, recent UNC graduates who received globally focused degrees were surveyed: of those who focused on Europe, 75% responded that their global education was important or very important to their ability to secure employment. Placement records are excellent amongst UNC graduates (see Tables C.2 and C.3).

**C7. FLAS Awards and National Need.** Since 2014, CES awarded 61 FLAS fellowships, 66% for the study of priority languages (Albanian, Arabic, BCS, Polish, Portuguese, and Turkish), plus 16% for other LCTLs (Czech, Hungarian, Italian, and Yiddish). Survey data of CES FLAS recipients from 2008-18 show 26.1% in Government, business, and non-profit jobs, with 67% and 78% using their language and area studies knowledge, respectively, at least once per week (see Table C.4).

#### **D. Commitment to European Studies.**

In recognition of Europe's ongoing economic, political, and cultural significance for the US and NC specifically, UNC's commitment to European Studies exceeds \$31,548,946 annually. UNC provides the Director's salary, stipend, and two course releases plus contributions to the salaries

of the Executive Director/EURO Advisor, TAM Associate Director, Business Manager, Outreach Coordinator, and the newly created position of EURO-TAM Program Assistant.

| <b>Table D.1 Institutional Commitment (2017-18)</b>  |                     |
|--|---------------------|
| <b>Center for European Studies</b>   |                     |
| Administrative salaries  | \$211,239           |
| Program activities (outreach/conferences/events)   | \$108,000           |
| <b>Teaching</b>  |                     |
| European Studies (175 faculty)   | \$11,471,944        |
| Languages & Literatures (61 faculty)   | \$3,456,543         |
| <b>Library</b>   |                     |
| Acquisitions   | \$250,000           |
| European Studies Staff   | \$353,260           |
| <b>Outreach &amp; Other Europe-Related Staff (1/6 of salaries)</b>                             |                     |
| World View, Public Humanities, Performing Arts, Ackland Art Museum, Prof. School Global Staff  | \$787,744           |
| <b>Research and Study Abroad</b>   |                     |
| CAS Faculty Research Travel support  | \$253,250           |
| Study Abroad Administrative support for Europe   | \$391,377           |
| Scholarships for study abroad in Europe  | \$282,395           |
| <b>European Studies Graduate Student Support (146)</b>   |                     |
| Tuition remission plus stipend and health insurance (\$9,943 in-state / \$27,154 out-of-state) | \$5,882,997         |
| <b>European Studies Undergraduate Support (881)</b>  |                     |
| Financial Aid and Scholarships   | \$8,100,197         |
| <b>TOTAL:</b>  | <b>\$31,548,946</b> |

UNC provides CES with a suite of 7 offices and access to state-of-the art meeting rooms, classrooms, and auditoriums in the FedEx Global Education Center (GEC) which opened in 2007 and houses all 7 global and area studies centers, the Study Abroad Office, International Student and Scholars Office, UNC Global Relations, and the Global Research Institute allowing in-depth collaboration and synergy effects

(115 employees are housed in GEC).

UNC's global work is overseen by the Executive Vice Provost/Chief International Officer and the Senior Associate Dean for Social Sciences and Global Programs. Currently, 236 faculty positions are dedicated to teaching European Studies and languages. Library staff as well as acquisition funds show commitment to providing resources necessary for this teaching (both in English and European languages). UNC actively supports numerous linkages to European institutions (see Table D.2). Two of UNC's six strategic partners are in Europe: King's College London and Tübingen University, Germany. These are multi-layered collaborations spanning disciplines, schools, and departments, which receive sustained institutional investment based on mutual goals. Growing since 2005, the UNC-King's College London Strategic Alliance is one of

the most ambitious partnerships between US and UK universities, including joint activity in more than 20 disciplines across both universities. Over 400 UNC undergraduates have studied at King's; UNC has hosted more than 250 King's students. The Tübingen partnership continues to expand across various departments and disciplines from the humanities to natural and health sciences. Since 1996, over 100 students have participated in the exchange. UNC's commitment to outreach and community engagement is further demonstrated through institutional support for World View, Carolina Performing Arts, the Ackland Art Museum, and Carolina Public

| Table D.2 UNC Institutional Linkages with Europe, <i>Sample</i>                    |         |   |
|--|---------|---|
| Country  | Type*   | Affiliation   |
| Austria  | C       | Marine Sciences: University of Salzburg   |
| Belgium  | E       | Kenan-Flagler Business School: European Institute for Advanced Studies in Management                                    |
|  | R       | Gillings School of Global Public Health: Institute of Tropical Medicine Antwerp   |
| Denmark  | R       | School of Nursing: University College Zealand   |
| Finland  | E       | American Studies: University of Helsinki  |
| France   | C       | Classics: University of Lyon  |
|  | E,R,T   | TAM: Sciences Po-Grenoble; Political Science/Media-Journalism: Sciences Po, Paris<br>Romance Studies: Montpellier       |
| Germany  | C,E,R,T | TAM, Political Science, Marine Sciences: University of Bremen   |
|  |         | TAM, Humboldt and Free Universities Berlin  |
|  |         | School of Education: Hamburg University   |
|  |         | <i>UNC Strategic Partner: Tübingen University</i>   |
| Greece   | R       | Archaeology & Classics: Institute for Aegean Prehistory Study Center for East Crete                                     |
| Ireland  | E,R,T   | School of Information and Library Science: University College Dublin  |
| Italy  | E,R,T   | Art: Lorenzo de Medici Institute in Florence  |
|  |         | TAM Partner: University of Siena  |
|  |         | European University Institute: two Political Science faculty fellows  |
| Netherlands  | E,T     | Kenan-Flagler Business School: Center for European Studies, Maastricht University                                       |
|  |         | TAM: VU Amsterdam   |
| Portugal   | C       | School of Education: University of Porto  |
| Spain  | E,T     | Romance Languages & Literatures; MJ School: Universities of Navarra and Sevilla   |
|  |         | TAM: UPF Barcelona; Complutense Madrid  |
| Sweden   | E,R,T   | UNC-system: Universities of Kristianstad, Lund, Malmo, Stockholm; Swedish University of Agricultural Sciences in Alnarp |
|  |         | TAM: University of Gothenburg   |
|  |         |   |
| Switzerland  | E,R     | Political Science: University of Bern, Zurich   |
| UK   | C,E,R,T | Institute for the Environment: Cambridge University   |
|  |         | TAM: University of Bath   |
|  |         | <i>UNC Strategic Partner: King's College London</i>   |
| *C=Collaboration; E=Exchange; R=Research project; T=Graduate/Professional Training |         |   |

Humanities. Global Coordinators in all professional schools also support outreach, study abroad, and research linkages. This outstanding institutional support is essential to CES' success, as is

co-funding from the EU Delegation to the US, the European Commission, and TAM program in the amount of \$447,000 annually.

Last year, Kiplinger's rated UNC the "best value" in US public higher education. Substantial financial support is provided to high-quality undergraduate and graduate students studying European Studies through scholarships, research grants, travel stipends, internships, and fellowships. Graduate students are admitted with departmental fellowships that include tuition as well as stipends. UNC meets 100% of demonstrated need for undergraduate students through innovative programs such as the Covenant Scholarship, a debt-free college experience awarded to 10% of students. Since 2014, UNC has provided up to \$4 million to improve graduation rates for all undergraduates, with a focus on low-income, first-generation, and underrepresented students. 46% of the 2018 incoming class will receive need-based aid in grants and scholarships. Students studying Europe receive many prestigious awards to study and research abroad. Last year, the Morehead-Cain Scholarship (also includes full tuition), Honors Carolina, Center for Global Initiatives Vimy Award, the Global Gap Year, Burch, Class of 1938, and the Summer Undergraduate Research (SURF) Fellowships, plus the CES European Summer Research Award (ESRA) all together provided 99 students with approximately \$550,250 in funding. The Office of Scholarships and Student Aid, Office of Distinguished Scholarships, and the Opening Access Coordinator at the Center for Global Initiatives provide students with individualized advising on funding opportunities, including the newly created CGI Embark Carolina Funding Finder. The UNC Graduate School covers the difference in tuition and fees for all **FLAS awardees**.

#### [E. Strength of Library](#)

[E1a. Holdings & Institutional Support](#). UNC ranks 23rd among North American libraries in total resources. As of 2017, UNC library provided electronic full-text access to over 5.4 million (mil)

books, over 650 mil newspaper articles, 159 mil journal articles, 29.4 mil magazine and trade publication articles, 57.7 mil reports, 8.6 mil conference proceedings, 2.2 mil dissertations, and 1 mil government documents, plus hundreds of thousands of digital images and streaming video and audio files. Campus libraries make available a wealth of collections supporting European Studies in all bibliographical and physical formats and in all relevant languages. UNC began acquiring materials about Europe at its founding in the late 18th century. Library resources in European Studies are comprehensive in range and cover the entire disciplinary spectrum and have in-depth collections of national significance: from the most complete holdings of imprints from major Renaissance presses, to one of the largest assemblages of WWI personal narratives and posters, and comprehensive holdings of books and reports on EU economic conditions and politics. The Media Resources Center houses an impressive physical collection and streaming access to resources in many European languages and provides 65 language learning kits. In addition to acquiring materials on Europe comprehensively in English, online catalog holdings comprise 1,036,248 titles in Spanish, French, German, and Italian. Holdings in LCTLs (Portuguese, Polish, Czech, Dutch, Swedish, Catalan, Danish, Bulgarian, Norwegian, and Modern Greek) amount to 106,473. Over 35.3 mil full-text resources in the digital collections are in Spanish, German, Portuguese, Italian, Dutch, and Swedish. The libraries actively share resources with campus professional schools and their related outreach programs, such as the Kenan Institute for Private Enterprise.

Campus libraries have 394 FTE staff who provide robust levels of support to academic programs across the entire academic spectrum. UNC has designated four professional librarian positions to build the collections and support European Studies. Their efforts are supported by additional library staff who acquire, catalog, and make European collections accessible. Joanneke Elliot,

interim Western European Librarian and CES Advisory Board Member, supports students studying Europe, faculty research, and outreach programs, such as World View's NC Global Distinction program by helping CC librarians to expand their European collections.

UNC Library's overall collections budget is over \$16 mil, with at least \$2 mil spent annually in support of international studies. Since 2014, UNC's budget allocation for European language materials has averaged over \$200,000 annually with additional funds coming from endowments. The Harrison, Shipley, Morot Sr, and Engstrom library funds contribute \$55,000 annually. The Library's Media Resource Center and Rare Book Collection provide extra funding for the acquisition of films and rare and unique materials from or about Europe. Over \$5 mil is spent on resources for the business, health sciences, and law libraries. UNC's collections for these professional fields rank among the top 20 among US research libraries.

**E1b. Cooperative Arrangements.** UNC continues its long history of collaborating with other libraries to create interlocked complementary holdings. It is a member of the nation's oldest research library consortium, the Triangle Research Libraries Network (TRLN), which includes Duke, NC State, and NCCU, an MSI. This cooperative's combined collections are exceeded by only a handful of US research libraries such as Harvard.

Walk-in users unaffiliated with UNC have access to library resources. Any adult resident of NC can acquire a library card and these users accounted for nearly 10% of books checked last year. Nationally, UNC is a leader in inter-library lending, regularly ranking among the top 30 of the 115 members of the Association of Research Libraries.

Coverage of European Studies scholarship is achieved through a combination of consortia agreements, demand-driven acquisition, and approval orders. The TRLN/Oxford University Press partnership acquires nearly the entire output of Oxford and 20 other leading university



presses in electronic and print format. UNC librarians are active in national and international initiatives that extend support for the study of Europe beyond what can be provided locally: German-North American Resources Partnership (GNARP), the Collaborative Initiative for French Language Collections (CIFNAL), and the Center for Research Libraries' European Studies Section.

## F. Quality of Non-language Instructional Program

### F1. Course Offerings in a Variety of Disciplines, Including the Professional Schools.

European-content courses cover a wide range

| <b>Table F.1 Scope of European Content Courses</b>    |
|---|
| Total Number of European Content Courses: 983         |
| Total Number of Disciplines: 42                       |
| Professional Schools with European Content Courses: 7 |
| Total Undergraduate Enrollment: 40,163                |
| Total Graduate/Professional Enrollment: 3,325         |

| <b>Table F.2 Sample of Interdisciplinary Courses with European Content</b>                    |           |             |
|---|-----------|-------------|
| <b>Course Title</b>   | <b>UG</b> | <b>UG/G</b> |
| ARTH/HIST 777 Colonialism and European Visual Culture 1800-1990                               |           | X           |
| RELI/JWST/GERM 239: German Culture and the Jewish Question                                    | X         |             |
| COMM/PWAD 574: War and Culture  | X         |             |
| CMPL/JWST/GERM/RELI: 270 Jews in German Culture   | X         |             |
| EURO/HIST 159: 20 <sup>th</sup> Century Europe  | X         |             |
| EURO/POLI 239: Introduction to European Government  | X         |             |
| ENEC/POLI 254 Int'l Environmental Politics  | X         |             |
| EURO/POLI 442: International Political Economy  | X         |             |
| EURO/ECON/ PWAD 460: International Economics  |           | X           |
| EURO/HIST/WGST 259: Women in Europe from 18-20 <sup>th</sup> Century                          | X         |             |
| ECON/MNGT 380: The Economics of Labor Relations   | X         | X           |
| GLBL/POLI 730: Identities and Transitions   |           | X           |
| GEOG/EURO/POLI 464: Europe Today: Trans-nationalism, Globalism, and Geographies of Pan-Europe |           | X           |
| HIST/PWAD 254: War and Society in Early Modern Europe   | X         |             |
| HIST/ARTH 514: Museums, Monuments, and Collective Memory in the Modern Era                    |           | X           |
| HIST/PWAD 577: US Foreign Relations in the 20th C.  |           | X           |
| LING/SPAN 678: History of the Spanish Language  |           | X           |
| POLI /PWAD 459: Trans-Atlantic Security   | X         | X           |
| PWAD/HIST 254: War & Society in Early Modern Europe   | X         |             |
| SPAN/LING 678: Cultural and Linguistic History of the Spanish Language                        | X         | X           |
| LAW/PWAD 252: International Law   | X         | X           |

of topics in 42 disciplines and in the professional schools of Business, Education, Media and Journalism, Law, Global Public Health, Medicine, and Information and Library Sciences.

### F2. Interdisciplinary Courses.

Appendix 2 identifies 260 interdisciplinary (cross-listed) courses with European content, 49 of which are offered to

graduate and professional students. Many are in interdisciplinary curricula including EURO, Environmental Studies, Peace, War, and Defense, Global Studies, Religious Studies, Women's and Gender Studies, Asian Studies, Jewish Studies, and Communication Studies. Since fall 2014, CES offered 14 LAC courses spanning 6 disciplines. These are interdisciplinary classes in which students use their language skills in social sciences or humanities content courses.

CES designed TAM Tracks I, II, and III as interdisciplinary options within the MA in Political Science. At UNC, students can take a History, Geography, or Business course, for example, in addition to their Political Science requirements. At our European partners, students take courses in Sociology, Law, History, Economics, and Political Science. The German-Turkish Studies Track (III) also includes required German or Turkish language training. The MA in Global Studies, launched in 2014, is interdisciplinary. Core courses which include European content are offered by faculty with joint appointments in Anthropology, Public Policy, Political Science, and Geography.

**F3. Faculty and Teaching Assistants.** At UNC, 236 faculty members' research incorporates Europe. Of those, 68% are tenured and 13% are tenure track. 107 graduate student TAs teach European language and content courses. For over 20 years, CES has hosted a German American Exchange Service (DAAD) Visiting Professor. Current DAAD Visiting Professor Tobias Hof, History, teaches 4 courses including EURO/HIST 347 (Fascist Challenges) and HIST 508 (European Humanitarian Aid), created with EURO and TAM students in mind. Prof. Christiane Lemke, short-term DAAD Visiting Professor from Hannover University since 2008, teaches a core TAM course. We bring in 10-20 academics per year for our TAM Friday Lecture Series. As part of our Jean Monnet EU Visiting Scholars program, CES has hosted a leading European

scholar each year since 2015, who has co-taught a research-based course for EURO and TAM students and other advanced Europeanist students.

| <b>Table F.3 Scope/Level of Selected European-Content Courses</b>  |    |         |    |   |
|--|----|---------|----|---|
| Discipline   | UG | U/<br>G | G  | Countries/ Regions Covered  |
| African Studies  | 2  | 3       | 0  | UK, EU  |
| Anthropology   | 10 | 2       | 1  | France, Germany, UK, EU, Spain, Italy                                       |
| Art History and Studio Art   | 23 | 9       | 3  | Germany, France, Italy, UK, Greece, Spain, Denmark, Finland, Sweden, Norway |
| Asian Studies  | 2  | 1       | 1  | Turkey, France, England, Germany  |
| Classical Archaeology  | 7  | 3       | 1  | UK, Italy, Greece, Germany, France  |
| Classical Civilization   | 20 | 6       | 10 | UK, Italy, Greece, Germany, France  |
| Communication Studies  | 6  | 5       | 2  | UK, Germany, France, Netherlands  |
| Comparative Literature   | 29 | 7       | 4  | UK, Germany, France, Italy, Spain, Greece                                   |
| Dramatic Art   | 8  | 1       | 3  | UK, Ireland, Germany, France, Greece  |
| Economics  | 8  | 1       | 1  | EU, Ukraine, Hungary, Germany, France                                       |
| EURO   | 65 | 31      | 0  | All countries   |
| German/Slavic  | 11 | 2       | 1  | Germany, Hungary, Poland, Russia, Czech Republic, Slovakia                  |
| Geography  | 5  | 6       | 4  | All countries   |
| Global Studies   | 8  | 3       | 3  | All countries   |
| History  | 51 | 16      | 14 | All countries   |
| Jewish Studies   | 11 | 5       | 0  | Germany, Poland, Hungary, Ukraine, Czech Republic, Slovakia                 |
| Music  | 23 | 0       | 0  | Austria, Germany, France, Spain, Italy                                      |
| Peace, War & Defense   | 42 | 5       | 0  | UK, Germany, Greece, Italy, France  |
| Philosophy   | 28 | 8       | 0  | Greece, Italy, France, Germany  |
| Political Science  | 47 | 15      | 5  | All countries   |
| Religious Studies  | 18 | 1       | 1  | England, Germany, France, Italy   |
| Romance Studies  | 4  | 1       | 4  | France, Portugal, Spain, Romania  |
| Sociology  | 6  | 2       | 2  | All countries   |
| Women & Gender Studies   | 27 | 2       | 1  | EU, Germany, Greece, Italy  |
| *UG=Undergraduate; U/G=Open to both advanced undergraduates and graduate students; G=graduate/professional |    |         |    |   |

### **Pedagogy training for TAs** The

UNC Graduate School offers professional development opportunities for graduate and professional students. In 2016, UNC joined the Center for the Integration of Research, Teaching, and Learning (CIRTL), a network of research universities committed to preparing future faculty and improving undergraduate education. CIRTL has historically focused on STEM disciplines, but UNC's opportunities extend to all disciplines and are encouraged across campus. Offerings combine local, on-campus pedagogy workshops with online pedagogy

training. Since fall 2017, 150 graduate and professional students have participated in the on-campus offerings alone. CIRTL furthermore offers students the chance to obtain up to three levels of credentials: associate, practitioner, or scholar. The Graduate School also offers the

“Preparing International Teaching Assistants Program” to ensure that international graduate students have the pedagogical and cross-cultural communication skills needed for interacting with undergraduates in UNC’s classrooms. The Graduate School has a dedicated Assistant Dean of Graduate Student Professional Development who conducts trainings and acts a resource to all graduate and professional students.

Several departments also offer discipline-centered pedagogy through seminars and workshops, faculty mentors, and regular observation. UNC IT Services’ Teaching and Learning division provides leadership, administration, and support for learning technologies including Sakai, Blackboard Collaborate web conferencing, and VoiceThread media presentations to advance student learning outcomes.

**F4. Depth of Specialized Courses.** Core disciplines offer introductory courses that analyze European issues. The FYS Program brings first-year students into contact with senior faculty in courses capped at 24 students. From fall 2016 to spring 2019, 41 FYSs with European content have been or will be offered. In 2017-18, FYSs include: POLI 70: Politics of the European Union (Marks/Hooghe); ENGL 54H: The War to End all Wars? World War I and the Modern World (McGowan); GSLL 67: Blackness in the European Imaginary, Europe in the Black Imaginary (Layne). In fall 2018, CES will offer the first FYS: EURO 89: Europe and the US in a Changing World (Hooghe); 10 EURO-TAM students are already pre-enrolled. Students may continue with specialized coursework in all core disciplines through the graduate level, as demonstrated in Table F.3. The majors in EURO, Global Studies, History, Germanic, Slavic and Romance Studies, and Political Science provide in-depth coverage of European issues.

CES’ EURO major provides students an in-depth look at Europe at the undergraduate level. In addition to the core foundational courses, 50% of the remaining courses must be at the 400-level

or above, which are joint undergraduate-graduate courses. In addition to the 8 courses needed, EURO majors must complete 5 semesters of a European language.

CES is home to the TAM program, an in-depth European Studies MA program with integrated study on both sides of the Atlantic. The 2-year MA program is in consortium with 10 European universities and a partner university in Turkey. Now entering its 20<sup>th</sup> year, TAM runs three academic tracks with study at UNC and at 1-2 partner institutions. Coursework in Track I, TransAtlantic Studies, focuses on European politics and society as well as on advanced proficiency in at least one European language, as students spend up to 3 semesters studying at overseas sites in the local language. Coursework in Track II, European Governance, adds an additional 2-semester quantitative methods training sequence while focusing on social policy and multilevel governance (Track II includes the double degree option). Coursework in Track III, German-Turkish Relations, launched in 2015, focuses on issues of immigration, cultural identity, and politics and enables students to study in the US, Turkey, and Germany. TAM III coursework is in English with required German or Turkish language training. Additionally at the MA level, coursework in the Global Studies program offers an in-depth look at global issues, including those facing Europe. Core courses are combined with field research and an independent study option to conduct in-depth research together with a faculty member.

## G. Quality of Language Instructional Program

**G1. Languages and Enrollments.** UNC language offerings encompass each commonly taught European language – French, German, and Spanish – all through the advanced level plus 5 priority languages: Arabic, BCS, Polish, Portuguese, and Turkish. Arabic and Portuguese are offered through the advanced level (more than 6 semesters); BCS and Polish through four semesters; and Turkish through 5. UNC further offers several European LCTLs: Czech, Dutch

(started again in 2017 after hiatus), Italian, and Hungarian (will begin again in 2019) all through at least the intermediate level (4 semesters).

Beginning Galician/Basque/Catalan are offered in rotation as part of Romance Studies' LCTL sequence. Starting in fall 2018, we will pilot beginning/intermediate Romanian by adding it to the LCTL sequence. In AY 4, Romanian will be offered again. We will encourage summer FLAS awards to students of Romanian to continue their language studies.

In AY 1, together with CSEEEES and CAS support, we will hire a new a full-time Teaching Assistant Professor in Southeastern European Studies, doubling BCS language offerings (beginning and intermediate each year) and offering two area studies courses per year. All languages are open to undergraduates, graduates, and professional school students.

| <b>Table G.1 Enrollments in Priority Languages</b> |                |                |
|--|----------------|----------------|
| <b>Language</b>                                    | <b>2013-14</b> | <b>2016-17</b> |
| Arabic   | 368            | 347            |
| BCS  | 6              | 13             |
| Polish   | 15             | 22             |
| Portuguese   | 528            | 658            |
| Turkish  | 2              | 25             |

Independent study options are offered for all European languages at the very advanced levels, especially for FLAS awardees.

Romance Studies offers a Course Correspondent Program (a UNC student studying abroad sends site, language, and culture reports to

UNC language instructor, who uses the report in the classroom) every semester for Spanish and French. Italian is offered on demand and Portuguese will be included in fall 2018.

The UNC Language Exchange offers all UNC system students enrollment in courses at other campuses at no additional cost. Classes are held via video conferencing. Arabic, French, German, Greek, Italian, Portuguese, Russian, and Spanish are offered on the Exchange. It allows UNC students to take Modern Greek, not offered on UNC's campus, for example. CES will work to include BCS, Hungarian, and Portuguese to the Exchange. We will work with our MSI partners, NC A&T, NCCU, and WSSU (all UNC system schools) to encourage and increase enrollments through the Exchange.

In 2016-17, student enrollments in European language courses reached 9,142 total. When comparing enrollments between 2013/14 and 2016/17 (see Table G.1), growth in priority languages is significant: Polish 47%; Portuguese 25%; BCS 117%; and Turkish 1,150%. Arabic remained largely constant. From 2015-18, CES, together with the UNC-Duke Consortium for Middle East Studies, supported a new Turkish Lecturer. Courses have been extremely successful and the lecturer position is now institutionalized. When comparing UNC priority language enrollments in fall 2016 with those at other large, Research I, public universities, we are at the top in Arabic and Portuguese, 3<sup>rd</sup> in Turkish and Polish, and 4<sup>th</sup> in BCS (hence our proposed new Professorship).

**G2. Language Levels and Courses in Other Disciplines.** At UNC, the undergraduate curriculum requires all students to take 3 semesters of a foreign language. Above that, the EURO major requires 5, Global Studies 6 (4 of one, 2 of another), and in Romance Studies, German/Slavic Studies, and Asian Studies, minors in the languages require at least 5 semesters of language training with majors requiring at least 9 semesters.

The LAC program is a collaborative project of all UNC NRCs started in 1996 and has become a national model. LAC courses are taught by qualified instructors in the target language, but cover content from area studies disciplines. LAC aims to promote a full understanding of world regions while demonstrating the relevance of practical language skills across the disciplines. Since 2014, the LAC Program has offered 27

| <b>Language</b>          | <b>Affiliated Course</b>   | <b>Enroll-ments</b> |
|--------------------------|--|---------------------|
| French/Spanish/Italian   | GLBL 210: Intro to Global Studies                                | 27                  |
| German                   | HIST 257: Politics, Society, and Culture in Postwar Germany      | 5                   |
| German                   | HIST 159: 20 <sup>th</sup> Century Europe                        | 5                   |
| French/Spanish           | GLBL 210   | 21                  |
| Italian (stand-alone)    | ITAL 308: Playing Italy: History and Music of 20th-Century Italy | 12                  |
| German                   | HIST 159   | 4                   |
| French/Spanish           | GLBL 210   | 16                  |
| French (stand-alone)     | FREN 308: Religion in Francophone World                          | 7                   |
| Italian                  | MUSC 287: Opera as Drama   | 6                   |
| Portuguese (stand-alone) | PORT 408: Portugal   | 5                   |

courses in 7 languages engaging 8 or more disciplines. The majority of LAC offerings are weekly discussion sections attached to large lecture courses. Some are “stand-alone”, unattached to a course; any student who fulfills the language requirement may enroll. Students receive one credit hour. CES offered 14 LAC courses (see table G.2).

In the professional schools, Public Health offers ‘Spanish for the Health Professions/Health Care’ through the advanced level. The Business School offers ‘Working Spanish’ through the intermediate level. The Comprehensive Advanced Medical Program of Spanish (CAMPOS) is an immersion program for medical students in local Spanish-speaking communities. The minor in Spanish for the Professions is an option for all Professional School students.

[G3. Number of Language Faculty and Exposure to Pedagogy Training.](#) UNC has 61 faculty members and 73 graduate TAs teaching European language courses across Romance Studies, Germanic and Slavic Languages and Literatures, and Asian Studies Departments. UNC hires faculty trained in communicative performance-based teaching or ensures they undergo American Council on the Teaching of Foreign Languages (ACTFL) training. TAs in Romance Studies and Germanic Languages enroll in a semester-long pedagogy course. Both courses explore second-language acquisition theories and teaching methodologies with an emphasis on communicative language teaching and proficiency-oriented instruction. Students must achieve “Superior” level (ACTFL) in order to teach. Several professional development resources exist across campus: the new DAC Lab (see below), the Center for Faculty Excellence, and the Teaching and Learning division of IT Services.

The LAC Coordinator is trained in foreign language pedagogy. He leads an annual workshop for UNC and Duke faculty and students interested in developing LAC courses, and provides training



to universities around the country that seek to replicate our model. Starting in 2018, he will mentor faculty and staff in the development of Pitt's new FLAC program (see section A).

**G4. Quality of Language Program.** UNC language curricula are **performance-based**. ACTFL Proficiency Guidelines in course and program goals guide instruction. Proficiency is measured in the “four skills”: reading, speaking, writing, and listening. Classes incorporate exercises geared to promote active learning, cultural competence, and individual growth. All syllabi provide goals for performance-based learning, schedule of assignments and exams, and means of assessment. UNC offers many resources to language faculty and is now expanding its language lab, the new Digital Arts and Collaboration (DAC) Lab, to better serve all language departments. DAC is committed to providing educational materials and instructional technology solutions for students and instructors. It provides up-to-date and diverse educational materials including multi-media classrooms and performance space. The DAC Lab will be used for the Romance Studies Department (ROMS)-Chatham County Dual Language Program Initiative, which offers rural area high school (HS) students Spanish courses that can fulfill their graduation requirements. They can then graduate on time and are prepared for the rigor of university education. At the same time, UNC Spanish language students receive the opportunity to engage and collaborate with advanced proficiency learners in a different setting, some of whom have different cultural backgrounds and experiences. The program will launch in fall 2018 with 2 courses taught to 20 HS and 36 UNC students (28 in each class) and grow to 4 courses, with 40 HS and 72 UNC students reached.

**Proficiency** is achieved through classroom instruction, instructional technologies and multimedia materials, and experiential and extracurricular learning opportunities. Language instruction is structured to produce proficiency in both productive and receptive skills and in

cultural competence. In **beginning courses**, instruction is proficiency-oriented and interactive, focusing on rapid acquisition of speaking and listening skills and on grammar sufficient to support these skills. Cultural exposure is introduced via authentic materials: texts, films, multimedia resources, internet activities, and presentations by native speakers. The outcome at this level is ACTFL equivalent novice-high or intermediate-low for speaking and writing, and intermediate-low to mid for reading and listening. In **intermediate courses**, students are exposed to longer and more complex cultural and literary media. The focus shifts to skills in writing, reading, and developing grammar and vocabulary, but continues to develop speaking and listening skills. Upon completion, ACTFL equivalency is intermediate-mid to high for speaking, writing, listening, and reading. **Advanced courses** follow several tracks, with students going on to advanced conversation courses, literature, or cultural studies courses. One-on-one interviews are conducted for each student at every level, and oral and written tests reflect proficiency goals by requiring students to use the language in authentic contexts and real-life tasks.

## H. Quality of Curriculum Design

**H1. Undergraduate Curriculum.** UNC has comprehensive offerings in the politics, economics, geography, languages, history, and societies of Europe. Specialists are trained to have the

| <b>Table H.1 EURO Major Requirements</b>  |
|---|
| <b>2 Core Courses:</b><br>EURO 239/POLI 239 Intro to European Government<br>EURO 159/ History 159 20th Century Europe   |
| <b>6 Theme Courses: 4 in 1 Theme, 1 in other Theme, plus 1 elective (3 courses must be numbered 400+)</b><br>Theme I: Integration and Enlargement<br>Theme II: Histories and Cultures |
| <b>5 Semesters of Language:</b> Arabic, BCS, Czech, Dutch, French, German, Hungarian, Italian, Polish, Portuguese, Russian, Spanish, Turkish.   |

language ability and European Studies knowledge needed to understand Europe in order to lead in government, non-profit, academic, and business arenas. UNC's undergraduate curriculum requires students

take one course each on global issues and the North Atlantic world as well as to study a foreign language for 3 semesters (some majors require more, see below). Students interested in studying

Europe can choose from 17 majors and minors. The EURO major (curriculum in Contemporary European Studies), is an interdisciplinary major for students seeking a deeper understanding of the history, politics, culture, and languages of Europe. Students choose 8 content courses from 21 disciplines and are required to take 5 semesters of an eligible language (see table H.1).

The EURO-TAM BA-MA program allows students to do both the EURO major and TAM program in reduced time (5 years). Currently 48 students are pursuing the EURO major (of those, 28 are in EURO-TAM), a 433% increase from fall 2014. CES houses European Horizons (EH), the first student think-tank on Europe at UNC. The group meets weekly to discuss issues facing Europe. CES staff support the group with event planning. EH leads and organizes some CES public events, such as Europe Week film screenings and trivia debates. EH is now partnering with Brannpunkt Europa, the equivalent student group at the University of Gothenburg, Sweden, grown from the new TAM partnership.

The Global Studies major offers a concentration in Western Europe/EU (139 students currently); 4 semesters in 1 language plus 2 semesters in another language are required. The History Department offers a concentration in Modern European Studies (64 students).

The Romance Studies Department offers undergraduate programs in French and Francophone Studies (major and minor), Italian (major and minor), Portuguese (minor), Spanish (major), and Spanish for the Professions (minor). A total of 509 undergraduates are enrolled in these programs. Starting in fall 2019, Romance Studies will offer a new minor in Spanish Translation and Interpreting.

The Department of Germanic and Slavic Languages offers concentrations in German Literature and Culture (major), German Studies (major), German Language (minor), Slavic and East European Languages and Cultures (major and minor), and Russian Languages and Culture

(major and minor). In total, 121 undergraduates are enrolled. All language minors require at least 5 semesters of language study, and majors require at least 9 semesters.

**H2. Academic and Career Advising.** CES staff work together to support all undergraduate, MA, PhD, and FLAS students. CES' Executive Director serves as EURO advisor and provides individualized advising related to academic planning, study abroad, credit transfer, internship options, graduate programs, and career plans. She runs career planning workshops and sessions with practitioners to foster networking and job placement. The TAM Associate Director advises all TAM students on coursework, program logistics, internships and jobs, and fosters networking with alumni. She organizes three panels each year for current and perspective students with alumni working in the federal government and the non-profit, education, and business sectors. She supports the work of the TAM External Alumni Board. CES' FLAS Coordinator advises all awardees, which includes career and internship advice. CES provides career preparation for PhD students in LAC workshops and through FLAS awards. Our EuroFile newsletter provides information on grants, internships, and academic/professional positions. Students also use General College advising services: 24 full-time advisors and 15 part-time faculty advisors are divided into discipline-specific teams to serve all undergraduates. Advisors are also housed in every academic unit on campus.

**H3. Graduate/Professional Degree Programs.** MA and PhD programs across departments and professional schools include European Studies training. The TAM program, focuses on European Studies, social policy, European governance, and the transatlantic relationship. The program is unique: study is completed at UNC and at 1-2 partner universities in Europe or at METU in Turkey. TAM students can earn a UNC MA, European degree, or pursue the new double degree option (launched in 2015) from both UNC and the partner institution. Students taking courses in

the national language of the partner institution must show advanced language skills (6 semesters or above of French, German, Spanish) at time of application.

The MA in Global Studies, launched in 2014, is an interdisciplinary applied research degree focusing on relevant issues of a global scale. 30% of students' research focuses on Europe.

PhD programs focusing on the study of Europe include Anthropology, Art History, Communications, Comparative Literature, French, Geography, German, History, Music, Religious Studies, Sociology, and Political Science. The Schools of Business, Education, Journalism, Law, Public Health, and Information and Library Science offer European Studies courses within their MA and PhD programs (see Appendix 2 and section F4).

MA and PhD programs require students to document the language proficiency necessary to complete their research. Across the social sciences and humanities, plus Mathematics, 17 PhD programs require proficiency in a foreign (including European) language. The joint UNC-Duke PhD program in German Studies requires proficiency in English, German, and one other European language. All MA and PhD students can enroll in language courses in Asian, Romance, and German/Slavic Studies. The Schools of Law, Medicine, and Public Health each offer Spanish language courses through the intermediate (Business, Medicine) and advanced (Public Health) levels. The Graduate School administers the Foreign Language Proficiency Assessment exam for students to document their language skills. The exams, offered in all commonly taught languages and LCTLs upon request, include the translation of a prescribed general interest text and a section focused on reading comprehension skills. Alternatively, students take the 601/602 courses in their required language, which prepare students for the reading examination for PhDs in all disciplines.

CES gives FLAS awards to MA and PhD students in LCTLs to ensure that students can receive

language training outside of Spanish, French, and German. FLAS awardees enroll in required language courses and fulfil their European Studies requirement through courses in various departments or their home professional schools.

**H4. Research and Study Abroad.** CES' TAM Program includes integrated study at one of 10 partner institutions in Europe. The EURO major encourages study abroad and students work directly with the EURO Advisor to transfer credits from abroad back into the EURO major.

| <b>Table H.2 Number of Research, Internship, and Study Abroad Programs</b> |     |
|--|-----|
| Study Abroad Office  | 183 |
| Business   | 47  |
| School of Education  | 2   |
| Information & Library Science  | 7   |
| Media & Journalism   | 4   |
| Law  | 81  |
| Nursing  | 4   |

UNC has 176 active partnership agreements with European institutions spanning various departments and the Schools of Pharmacy, Public Health, Business, Education, Information and Library Science, Law,

Media and Journalism, Medicine, and Nursing. These agreements allow for 183 research and study abroad options (see table). TAM alone has 15 agreements signed with institutions in 8 European countries.

Overall, in 2015-16, 1,566 undergraduate and 558 graduate and professional students enrolled in study abroad programs to 54 different countries. This represents a participation rate of 34% of all UNC students, an increase of 7% from 2010-11. Of these, 37% studied in Europe on one of the 183 different programs including 30 UNC-led, 64 exchange, and 14 internship programs.

Students may enroll in any accredited institution's study abroad program or directly enroll in another accredited institution and receive credit by petitioning Study Abroad. In 2005, a European Study Center was established in UNC's Winston House in London to house the Honors Program and serve as a hub for study abroad programs across Europe.

Recently implemented credit transfer policies make it easy for students to bring credits back to UNC from both overseas and domestic summer language programs, whether completed through

UNC or another institution. UNC's Study Abroad Office offers 23 summer programs in Europe which include an intensive language component.

## I. Outreach Activities

CES uses a multi-faceted approach to outreach combining face-to-face programming with an extensive online presence and collaborating extensively with on-campus and off-campus partners across NC and the US. Since 2014, CES hosted 360 public events reaching 19,174 people and our website garnered 203,258 views from 86,684 individual users, demonstrating high demand for our online resources.

**I1a. Outreach to K-12 Teachers.** Since 2014, CES outreach programs reached 3,018 K-12 teachers from schools in all corners of NC, including underserved, rural or Title I schools, with extremely successful results. Programming is developed in collaboration with teachers: we conduct pre-event surveys to gauge knowledge and define content. Since 2014, CES hosted 13 **EU2U teacher trainings** in 9 counties reaching 170 teachers. Sessions are led by a UNC faculty member and CES' Outreach Coordinator and are a mix of lecture, discussion, and practical tips on incorporating European issues into lessons. These trainings have been extremely successful: on average, 93% of EU2U teacher training participants cited an average or above average understanding of the EU after the sessions. CES co-organized 4 **Brussels Study Tours** with the University of Pittsburgh's European Studies Center and 4 other NRCs (4<sup>th</sup> Tour in June 2018). After a 5-day tour of EU institutions, 2017 tour participants cited a 42% increase in their understanding of the EU, and a 33% increase in understanding of major EU issues.

In 2017, we launched new **"EU in NC" local 2-day Study Tours** to provide teachers with information on the EU to present in their classrooms: 24 experts presented from Political Science (including CES Director John Stephens), German and Romance Studies, History, Environmental

Sciences, the Ackland Art Museum, and the Education and Business Schools. These tours proved successful: all participants combined cited a 38% increase in their knowledge of the EU and a 46% increase in understanding of EU issues.

Since 2014, CES staff presented and exhibited at 13 local and national **outreach conferences**. In addition, CES supported 12 K-12 World View conferences, the development of World View's Europe Seminar in March 2016 and the corresponding Germany Tour in June 2016. CES provides faculty speakers, pedagogy sessions, and exhibits at all World View events, which serve teachers from all over NC.

In 2015, together with all UNC NRCs, CES launched an annual **Learning Through Languages** research symposium during which high school students from across NC (priority given to Title I

| <b>Table I.1 Dedicated K-12 Outreach, 2014-18; see I.3 for combined educator activities</b> |                 |
|---|-----------------|
| <b>Activity</b>   | <b>Teachers</b> |
| LTL   | 44              |
| Regional and Nat'l Conferences  | 451             |
| WV conferences  | 2,173           |
| WV Europe Seminar   | 121             |
| WV Germany Tour   | 19              |
| <b>Totals</b>   | <b>2,808</b>    |

schools) present on a research topic in their foreign language (Arabic, Chinese, French, German, Japanese, Spanish) on UNC's campus. Every fall semester, pre-symposium webinars and trainings led by CES/NRC staff and UNC/Duke faculty and librarians offer participating high school teachers

professional development on best practices to support their students on conducting research projects in their chosen world region and presenting the results in their target language. We will partner with FLANC, NC's largest professional development organization for language teachers, to promote and advise on teacher trainings and include SoE pre-service teachers as judges. Since 2015, 219 students and 44 teachers from 32 schools (14 of which are Title I) participated.

Overall, 39 Spanish teams, 5 German teams, and 19 French teams participated, which included 24 Contemporary European research track teams.



In 2016, CES created **Teaching the EU Toolkits** which provide teachers with 38

interdisciplinary lesson plans and 124 supplemental resource/interactive activities broken down

| <b>Table I.2 CES Online Educator Resources</b>             |
|--|
| Teaching the EU Toolkits (200 downloaded, 800 distributed) |
| 11 Digital Speakers Bureau videos (322 views)              |
| 101 Business Briefs  |
| Interactive Brexit Maps                                    |
| Microsites: Iron Curtain & Veiling                         |
| Refugee Crisis resources                                   |
| 46 YouTube lectures/videos (3908 views)                    |
| 7 Livestreamed lectures (1300 views)                       |

into age-appropriate categories (3,631 web views since June 2016). We just added an appendix with 28 “EU in NC” lesson plans.

A critical piece of our outreach strategy is **digital resources**, with the aim of broad reach (see table I.2).

Since 2014, we created a **Digital Speakers Bureau** featuring concise, informative interviews with faculty describing various issues facing Europe to be used in classrooms. CES requires all educators who attend a study tours to complete a **lesson plan or course module** demonstrating how they will integrate new European content in their classrooms – in consultation with CES staff and faculty. All lesson plans are then posted online as resources for a broad audience. In fall 2017, we began **live-streaming** lectures, an excellent way to reach a national and international audience. Further open-access resources exist online on various European issues (see table I.1).

**I1b. Postsecondary Community.** CES outreach to Postsecondary institutions has taken on several

forms since 2014, with all activities reaching 575 CC and 30 MSI faculty total. We have partnered with World View on their extremely successful Global Distinction

| <b>Table I.3 CES Combined Educator Outreach Activities</b> |              |            |            |
|--|--------------|------------|------------|
| <b>Activity</b>  | <b>K-12</b>  | <b>CC</b>  | <b>MSI</b> |
| EU2U Educator Training Workshops                           | 170 teachers | 34 faculty | 11 faculty |
| “EU in NC” local study tours                               | 19 teachers  | 11 faculty | 4 faculty  |
| Brussels Study Tour  | 21 teachers  | 12 faculty | 5 faculty  |
| <b>TOTALS</b>  | <b>210</b>   | <b>57</b>  | <b>20</b>  |

program, a unique initiative to globalize the curriculum and increase CC faculty and student involvement in global issues. Students receive “Global Distinction” upon graduation. This program is now institutionalized at 16 CCs. CES supported 55 Global Distinction faculty through

17 curriculum development grants to increase European content in the classroom. CES supported 8 World View CC conferences in which 463 CC faculty participated.

CES has significantly expanded professional development programming for CC and MSI faculty.

We recruited Brussels Study Tour participants from our partner MSIs and CCs. We created an “EU in NC” Study Tour for only CC and MSI faculty (May 2017) to meet their specific needs.

We took our successful EU2U model to 3 CCs and 1 MSI. In addition to the MSI faculty at events, we gave awards to 10 further faculty members from NC Central University, NC A&T, WSSU, Bennett College, and St Augustine’s University to support research travel, conference presentation, and curriculum development. In order to access all UNC resources, 4 NCCU faculty became Visiting Scholars. Evaluation of our MSI outreach is critical: we held two very successful MSI symposia to evaluate our collaborations in August 2016 and May 2017. Each MSI faculty member presented their research findings and we discussed successful models of integrating global content into the classroom and plans for the future. We will continue these partnerships, deepening existing and broadening to new MSI partners. For example, we will work with WSSU’s Center for Informative and Transformative Instruction to increase European content in core courses in the Global Studies curriculum and organize joint lecture and film series to reach both WSSU and UNC students. All CES planned outreach activities will continue to provide MSI and CC faculty with critical professional development.

To reach pre-service teachers, we have developed close ties to the UNC and UNC-W **Schools of Education**. We award curriculum development, research travel, and joint faculty-graduate student awards to UNC SoE faculty. European content was added to core courses. We will support the growth of the UNC-University of Hamburg SoE partnership and student exchange by offering pedagogical workshops with UNC and Hamburg students, local K-12 teachers, and in-

service teacher mentors from across NC. Workshops will provide exposure to European teaching methods, ideas on adding European content in the classroom, and input for final research projects to pre-service teachers.

With UNC-W's Watson College of Education, we created the Global Scholars Program, with UNC-W providing matching funds. Awards allowed 11 faculty to travel to Europe to integrate welcome classrooms and "Reggio Emilia" curriculum approaches, for example, into core required courses, ensuring future teachers gain exposure to European content. We will begin a planning process to explore development of a LCTL track for Portuguese within UNC-W's BA in Education's International Studies Concentration. Also, Prof. Elina Lehtomaki, University of Oulu, Finland, visited UNC-W and UNC as part of the Global Speaker Series to present on global citizenship competencies in early childhood education to pre-service teachers and colleagues. We will include SoE pre-service teachers in our annual LTL Symposium and invite pre-service teachers as judges to our annual LAC pedagogy workshop and to our LAC pedagogy workshops to increase exposure to various forms of language pedagogy.

#### **I1c. Business, Media, and the General Public.** CES' mission to foster the dialogue on Europe and

| <b>Table I.4 General Public, Business, Media Outreach</b>                                      | <b>Attendees</b> |
|--|------------------|
| Europe Week (2015, 2016, 2017)   | 1,144            |
| TAM Lecture Series   | 1,244            |
| CES Spring Lecture Series  | 258              |
| NCGS & Gender/War Series   | 714              |
| Evening Lectures (Brexit, Turkey Today, German Elections, Catalonia)                           | 408              |
| Carolina Public Humanities: "Then & Now" series  | 160              |
| Clean Tech Summit with Institute for the Environment   | 3,350            |
| Ft Bragg Civilian Corps Briefing   | 15               |
| TTIP Panel with BABCNC, UK Consul General  | 38               |
| Digital Health Panel (German Center for Innovation, European-American Chamber of Commerce, NJ) | 12               |
| Honorary Consular Corps Panels (2)   | 32               |
| Infrastructure Panel: Atlantic Council & Rep D Price   | 98               |
| Academic Conferences   | 1068             |
| <b>TOTAL</b>   | <b>8,541</b>     |

the EU entails collaborations with various stakeholders on- and off-campus. We work with faculty from across campus who provide expertise in program development, but also play the main role in many of our offerings. Faculty reach out to us when they wish to give a public talk

on a pressing issue, which strengthens our offerings of in-depth, timely programming.

In 2016, CES launched an annual Europe Week, a series of cultural and political events involving UNC and European faculty; 1,144 people attended since its inception. We promote the week's activities through local radio, print, and social media to reach a broad audience.

CES hosts many academic conferences, always open to the public. Well-known UNC faculty led 20 conferences since 2014 on topics including social inequality, European debt management, immigration and integration, European and US views on terrorism, and EU-US comparative criminal law practices to which 1,068 people attended. We hosted 92 lectures since 2014, with 2,697 attendees (see table I.4). CES hosted a day-long event for Fort Bragg's Civilian Corps team preparing for deployment in Europe; faculty gave several briefings and students provided insights into daily life. To foster discussion on NC's economic ties to Europe, we partner with businesses and local business organizations, Embassies, Honorary Consuls, Consulate Generals, think-tanks, and local government organizations, such as the NC Economic Development Partnership and the NC Department of Commerce. These meetings and events offer a range of perspectives on trade and investment between Europe and NC (see table I.4).

Since 2014, UNC faculty made 308 media appearances on European issues with media outlets including Bloomberg, The Economist, Fox New Science, BBC, Canadian TV, El Pais, and Slovakian Pravda Newspaper. CES organizes meetings with faculty and students to trade perspectives with the UNC Journalism School's visiting scholars and journalists.

#### [J. FLAS Awardee Selection Procedures](#)

In order to reach the broadest and most diverse audience, CES partners with all UNC NRCs on FLAS advertising. A joint area studies website includes all details of the award including eligibility, eligible languages, application procedures, the application, FLAS Coordinator contact

information, and links to each NRC's website. Here we advertise joint information sessions held both at targeted professional schools and in the GEC. We announce the FLAS competition via posters across campus, both CES' and UNC Area Studies' websites, UNC and Duke listservs, CES' EuroFile Newsletter, targeted emails to EURO majors and TAM students, and via Facebook and Twitter. CES' FLAS Coordinator visits strategic classes: beginner/intermediate Arabic, Turkish, Portuguese, BCS, Polish and in the future Romanian. He works with Directors of Undergraduate and Graduate Study to ensure information is spread across campus. He works closely with the Opening Access coordinator to ensure that underrepresented students are aware of FLAS opportunities and encouraged to apply.

All UNC NRCs use a common application form via Appstack, a secure, university supported application program. The FLAS application includes biographical information, CV, two academic letters of recommendation, a language assessment by a qualified language instructor, official transcripts, a statement of research and career plans, and a description of financial need. In accordance with FLAS CPP 1 students submit a Free Application for Federal Student Aid (FAFSA) form to the Office of Scholarships and Financial Aid, which provides general need information, in accordance with privacy regulations. Students are able to apply for Academic Year (AY) fellowships, summer fellowships, or both concurrently.

CES' Advisory Board acts as the FLAS selection committee and is currently comprised of 13 faculty members from Romance Studies, History, Political Science, Geography, Law, UNC Libraries, and Business. The Executive Director and FLAS Coordinator serve on the FLAS committee to ensure that FLAS rules, priorities, and procedures are taken into consideration during the review process. The selection committee members rank applications based on academic merit, commitment to the language and European Studies, level of language

proficiency, and, in keeping with FLAS CPPs, financial need and priority language. Preference is and will be given to students showing highest academic quality, with demonstrated financial need, and commitment to the study of Arabic, BCS, Polish, Portuguese, Romanian, and Turkish. To meet the national need, preference will be given to students planning to enter government service, education, business, and non-profit sectors.

In October, the FLAS competition is announced. In November and December, we hold public information sessions in the GEC and at professional schools with NRC representatives. The common application deadline is late January. We review applications in mid-February and notify award winners by early March including at least two qualified wait-listed applicants per award type. CES asks students to commit within one month of award notification so that, if necessary, we can select an alternate candidate.

In 2018-22, we request an annual allotment of 6 AY graduate fellowships, 2 AY undergraduate fellowships, and 5 summer FLAS awards. To address FLAS CPP 1, we will give priority to applicants with a demonstrated financial need and CPP 2, we will give 75% of awards to the study of LCTLs including the priority languages of Arabic, BCS, Polish, Portuguese, Romanian, and Turkish. We will conduct annual surveys of CES FLAS recipients to determine their placements and how we can further support current FLAS awardees to place into careers in areas of national need.

#### **K. Competitive Preference Priorities**

**K1a. NRC** To meet **NRC CPP 1**, CES proposes wide-reaching, meaningful collaborations with MSIs and CCs in NC. We will support World View's Global Distinction program, an initiative to globalize CC curricula, by providing curriculum development grants, faculty mentorship, and support for on-campus activities all related to Europe. CES will strengthen existing and form

new partnerships with MSIs: NCCU, Durham Tech, WSSU, and NC A&T. We will develop a network of MSI faculty across NC with whom we will work to increase European content in the classroom, develop on-campus Europe-focused events, and promote research in Europe. CES will offer professional development opportunities to CC and MSI faculty: annual “EU in NC” and Brussels Study Tours plus World View Symposia. In AY1-3, a CES MSI evaluation symposium and in Y3 a joint-UNC-NRC MSI symposium will be held. [K1b](#). To meet **CPP 2**, we will work with UNC System Schools of Education to increase pre-service teachers’ exposure to European Studies. We will increase European content in courses through curriculum development grants. We will support the growth of the UNC-University of Hamburg SoE partnership and student exchange by offering pedagogical workshops with UNC and Hamburg students, local K-12 teachers, and in-service teacher mentors to provide exposure to European teaching methods, ideas on adding European content in the classroom, and input for final research projects to pre-service teachers. We will deepen the partnership with UNC-W’s SoE by supporting the Global Scholars Program, which provides faculty grants to add European content to core courses required for students in BA, MAT, PhD, and all licensure programs. We will begin a planning process with UNC-W to explore development of a LCTL track for Portuguese within the BA in Education’s International Studies Concentration. We will include SoE students as judges in our annual LTL Symposium and in our LAC pedagogy workshops. [K2a](#). **FLAS** To address **CPP 1** we will give preference to applicants showing highest academic quality with a demonstrated financial need. [K2b](#). To address **CPP 2**, we will allocate 75% of awards for the study of LCTLs, including 6 priority languages: Arabic, BCS, Polish, Portuguese, Romanian, and Turkish. We will conduct annual surveys of awardees to determine placement success and how we can further increase placements into areas of national need.

## Other Attachment File(s)

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\* **Mandatory Other Attachment Filename:**

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[View Optional Other Attachment](#)



## FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

([www.Grants.gov](http://www.Grants.gov) Part III/Other Attachments Form)

### **Type of Application (check all that apply)**

- ☒ Comprehensive National Resource Center  
☐ Undergraduate National Resource Center  
☒ Foreign Language and Area Studies Fellowships

### **Federal Funds Requested**

#### NRC Request

Year 1: \_\$259,307\_ Year 2: \_\$259,712\_ Year 3: \_\$259,720\_ Year 4: \_\$260,736\_

#### FLAS Request

Year 1: \_\$265,500\_ Year 2: \_\$265,500\_ Year 3: \_\$265,500\_ Year 4: \_\$265,500\_

### **Type of Applicant**

- ☒ Single institution \_\_University of North Carolina at Chapel Hill\_\_  
☐ Consortium of institutions  
☐ Lead \_\_\_\_\_  
☐ Partner 1 \_\_\_\_\_  
☐ Partner 2 \_\_\_\_\_  
☐ Partner 3 \_\_\_\_\_

### **NRC (Center, Institute, Program) Focus**

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- |  |  |
|--|--|
| <input type="checkbox"/> AFRICA                          | <input type="checkbox"/> MIDDLE EAST                     |
| <input type="checkbox"/> CANADA                          | <input type="checkbox"/> PACIFIC ISLANDS                 |
| <input type="checkbox"/> EAST ASIA/PAN ASIA              | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input checked="" type="checkbox"/> EUROPE               | <input type="checkbox"/> SOUTH ASIA                      |
| <input type="checkbox"/> INTERNATIONAL                   | <input type="checkbox"/> SOUTHEAST ASIA                  |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE                  |

**FLAS-eligible Languages:** These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Arabic, Basque, Bosnian/Croatian/Serbian (BCS), Catalan, Czech, Dutch, French, Galician, German, Hungarian, Italian, Polish, Portuguese, Romanian, Spanish, Turkish

## **Diverse Perspectives**

The Center for European Studies at the University of North Carolina at Chapel Hill welcomes, engages, and encourages diverse perspectives across a wide range of disciplines, topics, and stakeholders. Our mission is to foster the dialogue on Europe and to stimulate institutional and public awareness of Europe's economic, cultural, and political importance at UNC, in NC, and across the nation. We interlock with UNC's mission "to serve as a center for research, scholarship, and creativity and to teach a diverse community of undergraduate, graduate, and professional students to become the next generation of leaders" and to "extend...resources...to the citizens of NC and their institutions to enhance the quality of life for all people in the State."

CES activities include speakers, discussants, guests, and participants from various stakeholder groups including students, faculty and staff, business leaders, local and state government officials, non-profit representatives, Fort Bragg Military Officers, K-12 educators, MSI and Community College faculty, and the general public. CES faculty and staff support the European Horizons student-led think tank in offering weekly discussion sessions with faculty, EU officials, or European Consulates. Outreach programs for educators are not only held on campus, but CES faculty and staff drive across NC to offer programming directly in schools in underserved, rural areas. Bringing various stakeholder groups together on a regular basis fosters discussion with wide-ranging views represented.

CES has been working actively with other international and area studies centers over the past four years on the "Opening Access" initiative, which seeks to understand and address barriers to participation in global education opportunities by students from underrepresented groups. Through this initiative we reach a diverse undergraduate population including first-generation students, those with financial need, in STEM fields, from underserved areas of NC, and those from further underrepresented groups.

European Studies at UNC is interdisciplinary: 260 courses are cross-listed. EURO majors can take courses in 21 disciplines. TAM students take courses across fields while at European partner institutions. Teaching by Visiting Scholars from Europe bring in various perspectives. CES' Advisory Board and FLAS Selection Committee includes faculty from five departments, two professional schools, and UNC Libraries. This faculty group helps develop CES programs and evaluates successes.

CES advertises all programs widely to reach a broad and diverse audience: via radio, print, social media, and the EuroFile Newsletter with over 2,800 subscribers. All activities are evaluated (via surveys including both quantitative and qualitative sections) to ensure all voices are heard. These evaluations are used to develop or amend future programming.

## **Areas of National Need**

CES will encourage students to pursue careers of government service in areas of national need as well as in areas of need in the education, business, and non-profit sectors.

We will offer alumni panels each semester, multiple career workshops (resume and cover letter writing, job search, and interview preparation workshops), and an annual information session with the US State Department's Diplomat-in-Residence at UNC. We will offer an annual Global Career Night in conjunction with the Curriculum in Global Studies, UNC Career Services, and all international and area studies centers. UNC alumni will be invited to speak and share stories and advice from their own careers in Federal Government, business, education, and non-profit sectors. CES will also create a new Career Newsletter showcasing interesting EURO, TAM, and FLAS alumni as well as job opportunities and career advice. We will add a feature on our new Medium blog about alumni in government, business, education, and non-profit careers. We will track placements in these fields.

CES faculty produce and disseminate information through publications, release of datasets, and media interviews, on European topics ranging from trade, democracy and freedoms, immigration and integration, social inequality, economic progress, and the Euro, to political party positioning in the EU. Our CES website serves as a resource for all stakeholders for information on Europe including Business Briefs, Digital Speakers Bureau videos, lesson plans, Brexit maps, and data on the EU-NC trade relationship.

We will work with the UNC-Wilmington College of Education to create a new LCTL track for Portuguese in the BA Education program. Through our activities, pre-service teachers at UNC and UNC-W will also be prepared to teach European content once in the classroom.

CES will support the introduction of Romanian instruction on UNC's campus in fall 2018. Together with the College of Arts and Sciences (CAS) and the Center for Slavic, Eurasian, and East European Studies (CSEES), CES will support the hiring of a new Teaching Assistant Professor of Bosnian/Croatian/Serbian (BCS) in order to double language offerings and add content courses. CES will, in collaboration with the Center for the Study of the Middle East and Muslim Civilizations, support a Turkish Language Facilitator who will assist with the hybrid instruction of Turkish at beginner through advanced levels.

CES will award 75% of FLAS Fellowships for the study of European LCTLs, including six priority languages: Arabic, BCS, Polish, Portuguese, Romanian, and Turkish. The CES FLAS Selection Committee will give preference to those applicants showing highest academic quality with a demonstrated financial need.

We will conduct annual surveys of CES FLAS recipients and all alumni to determine if our awardees have entered government service, education, business, and non-profit sectors and how we can further support current FLAS awardees and all other students.

## Appendix 1: Curriculum Vitae and Position Descriptions

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| INSTITUTE FOR THE       |     | Charles DC Reeve      | 93  |
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## Appendix 1: Curriculum Vitae and Position Descriptions

| <b>Language Legend<br/>Based on Interagency Language Roundtable Scale</b> |                                  |
|---|----------------------------------|
| Denotation  | Proficiency Level                |
| 1   | Elementary Proficiency           |
| 2   | Limited Working Proficiency      |
| 3   | Professional Working Proficiency |
| 4   | Full Professional Proficiency    |
| 5   | Native or Bilingual Proficiency  |

### **Notes:**

- **Language Skills:** Language skills are categorized based on the Interagency Language Roundtable scale, though we will not be using 0 to denote no proficiency.
- **Number of Courses Taught:** The number of courses taught represents area studies and language courses taught since 2016 that are reflected in Appendix 2A and 2B, our Course List.
- **Number of Publications:** The number of publications represents all publications produced by individuals since 2013. This number will be followed by an example of notable publications.



## 1. Project Director

### John Stephens

Director, Center for European Studies; Gerhard E. Lenski, Jr. Distinguished Professor of Political Science and Sociology

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1992   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1976: PhD, Sociology, Yale University  |
| <b>Specialization</b>           | Political economy, comparative social policy, and inequality; European welfare states  |
| <b>Languages</b>                | German (3); Swedish (3); Spanish (1)   |
| <b>Time Dedicated to Europe</b> | 75-100%  |
| <b>Distinctions</b>             | Outstanding Book Award for <i>Democracy and the Left</i> , 2013. Sociology of Development Section, American Sociological Association.<br>Award for the Best Book on Political Economy published in 2001 from the Political Economy Section of the American Political Science Association for <i>Development and Crisis of the Welfare State</i> .  |
| <b>Experience Overseas</b>      | Ongoing research in Europe   |
| <b>Dissertations</b>            | 18   |
| <b>Courses Taught</b>           | (8) POLI 490: Advanced Undergraduate Seminar; POLI 730: Comparative Political Research and Analysis: Intro to Central Issues in Comparative Government; POLI 745: Varieties of Democratic Capitalism in Europe and North America; POLI 882: Fall Friday Lecture Series on Trans-Atlantic Topics  |
| <b>Recent Publications</b>      | (14) Levy, Jonah; Leibfried, Stephan; Nullmeier, Frank; Huber, Evelyne; Lange, Matthew; Stephens, John. "State Transformations among the Affluent Democracies." <i>The Oxford Handbook of Transformations of the State</i> , Oxford University Press, 2015.<br>Stephens, John; Huber, Evelyne. "Income Inequality and Redistribution in Post-Industrial Democracies: Demographic, Economic, and Political Determinants," <i>Socio-Economic Review</i> 12(2): 245-67, 2014.<br>Stephens, John and Danforth, Benjamin. "Measuring Social Citizenship: Achievements and Future Challenges." <i>Journal of European Public Policy</i> , 20 (9): 1285-98, 2013.<br>Huber, Evelyne; Stephens, John. <i>Development and Crisis of the Welfare State: Parties and Policies in Global Markets</i> . University of Chicago Press. 2001.<br>Huber, Evelyne; Stephens, John; Rueschemeyer, Dietrich. <i>Capitalist Development and Democracy</i> . Cambridge: Polity Press and Chicago: University of Chicago Press, 1992. |

## 2. CES Staff

### **Kathleen Shanahan Lindner**

Executive Director, EURO Major Advisor, Director of Undergraduate Studies

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2015  |
| <b>Tenure Status</b>            | Not Tenure Track  |
| <b>Education</b>                | 1999: MA, Transatlantic Studies, Humboldt-Universität zu Berlin   |
| <b>Specialization</b>           | Oversee the Center's daily operations and the TransAtlantic Masters program; serves as undergraduate Advisor for the major in Contemporary European Studies; manages all budgets; supervises staff; organizes events and visiting scholars; fosters on-campus and community partnerships; supports teacher training; grant reporting and assessment; develops fundraising efforts |
| <b>Languages</b>                | German (5)  |
| <b>Time Dedicated to Europe</b> | 100%  |
| <b>Distinctions</b>             | Idea Prize, Körber Foundation's Usable Transatlantic Idea Competitions; Move Ahead! Congress; U.S. Department of Education Scholarship & Transatlantic Masters Program Fellowship   |
| <b>Experience Overseas</b>      | Germany (16 years professional experience), Belgium; Co-leads annual EU study tour in Brussels since 2015; Study, travel, and conference attendance throughout Europe   |

### **Noel Bynum**

International Education Program Coordinator, FLAS Coordinator

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2016   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | 2018: MEd, Higher Education Administration, NC State University  |
| <b>Specialization</b>           | K-12 and MSI outreach, FLAS advertising and advising   |
| <b>Languages</b>                | French (4); Spanish (4); Italian (3); Portuguese (1); Arabic (1)   |
| <b>Time dedicated to Europe</b> | 100%   |
| <b>Experience Overseas</b>      | Study Abroad in Cambridge UK 2009; Research project to France, Spain and Italy 2011; Graduate Study Abroad in South Africa 2015; Staff Exchange with National University of Singapore 2015; Co-leads annual EU study tour in Brussels since 2017 |

## Appendix 1: Curriculum Vitae and Position Descriptions

### **Sarah Hutchison**

Associate Director, TransAtlantic Masters Program, Director of Graduate Studies

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2002  |
| <b>Tenure Status</b>            | Not Tenure Track  |
| <b>Education</b>                | 2004: PhD, Comparative Literature, UNC  |
| <b>Specialization</b>           | Comparative perspectives in Western European literature; Program recruitment, admissions, student services and alumni development; EURO-TAM advising; liaison with European partner institutions  |
| <b>Languages</b>                | Italian (4); French (4)   |
| <b>Time Dedicated to Europe</b> | 100%  |
| <b>Distinctions</b>             | Research Fellow, Internationales Forschungszentrum Kulturwissenschaften, Vienna, Summer 2000  |
| <b>Experience Overseas</b>      | France, Germany, Austria  |
| <b>Recent Publications</b>      | (1) Hutchison, Sarah. "Beyond Funding – Sustainability and the TransAtlantic Masters (TAM) Program" in <i>Joint and Double Degree Programs: An Emerging Model for Transatlantic Exchange</i> . Eds. Obst, Daniel and Kuder, Mathias. Free University, Berlin and IIE. 2009. |

### **Stephanie Volk**

CES Business Manager

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2001   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | 1994: BS, Business Administration, Mary Baldwin College  |
| <b>Specialization</b>           | Maintaining budgets, budget and grant reporting, expert in internal budget procedures, FLAS student payments |
| <b>Time Dedicated to Europe</b> | 100%   |

#### **4. Faculty**

##### **Martha Alexander**

Teaching Assistant Professor of Romance Studies

**Appointment** 2010  
**Tenure Status** Not Tenure Track  
**Education** 2010: PhD, Romance Languages and Literatures, UNC  
**Pedagogy** Performance-based language training: Dey110 Resources and Training Portal.  
**Specialization** Spanish Theater, Early 20th Century  
**Languages** Spanish (5); Italian (3)  
**Time Dedicated to Europe** 75-100%  
**Experience Overseas** Spain  
**Courses Taught** (2) SPAN 203: Intermediate Spanish; SPAN 255: Conversation I

##### **Samuel Amago**

Bowman and Gordon Gray Distinguished Term Professor of Spanish  
**Appointment** 2010  
**Tenure Status** Tenured  
**Education** 2003: PhD, Spanish Literature, University of Virginia  
**Specialization** Modern and contemporary Spanish literary, history, cinema and culture.  
**Languages** Spanish (5)  
**Time Dedicated to Europe** 50-75%  
**Distinctions** Guggenheim, Fromm and Koussevitzky Foundations, Chamber Music America, BMI, League of Composers/ISCM  
**Experience Overseas** Argentina, Spain  
**Dissertations** 10  
**Courses Taught** (2) ROML 707: Film Theory & Practice; SPAN 712: The Contemporary Spanish Novel  
**Recent Publications** (15) Amago, Samuel. "Vademecum del cine Iberoamericano L Metodos Y Teorias." *Hispanofila*. 177. 2016.  
 Amago, Samuel. *Spanish Cinema in the Global Context: Film on Film*. Routledge, 2013.  
 Amago, Samuel. "Hispanic Film." *Hispanofila*, vol. 177, no. 1, 2016, pp. 295–300.  
 Amago, Samuel. "On the Archaeological Impulse in Contemporary Spanish Narrative Fiction." *Bulletin of Spanish Studies*. 88. 7-8. 327-43. 2011.  
 Amago, Samuel. *Unearthing Franco's Legacy: Mass Graves and the Recovery of Historical Memory in Spain*. University of Notre Dame Press, 2010.

## Appendix 1: Curriculum Vitae and Position Descriptions

### Allen Anderson

Professor of Music

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1996   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1984: PhD, Theory and Composition, Brandeis University   |
| <b>Specialization</b>           | 20 <sup>th</sup> Century Music   |
| <b>Time Dedicated to Europe</b> | 25-50%   |
| <b>Distinctions</b>             | 2017 Schwab Academic Excellence Award from the IAH, UNC. CMs Mid-Atlantic Conference Pre-concert Keynote Speaker. 2016 Guest Speaker, Program in the Humanities, 2016. Faculty Research Council Grant. Raleigh Chamber Music Guild Commission. IBM Fund Award. Featured Young American Composer, Bath Music Festival. John Simon Guggenheim Memorial Foundation Fellowship.  |
| <b>Courses Taught</b>           | (2) MUSC 286 / 286H: Music as Culture; MUSC 355: Topics in the History and Culture of Music: Humans and Machines in Musical Modernity  |
| <b>Recent Publications</b>      | (7) Anderson, Allen. <i>An Opportunity for Mischief</i> , Albany Records. New York, NY. 2014.<br>Anderson, Allen. "My Horses Ain't Hungry." <i>Completion and Adaptation from Sketches of Arnold Shoenberg</i> , Belmont Music, 2006.<br>Anderson, Allen. <i>All These are Scenes of Life In and Around the Rectangle with an Opportunity for Mischief</i> . Association for the Promotion of New Music, 2002.<br>Anderson, Allen. <i>Collected Letters</i> . Association for the Promotion of New Music, 2002.<br>Anderson, Allen. <i>At Half-Past Three</i> . Perspectives of New Music. 2001. |

### Ashley Anderson

Assistant Professor of Political Science

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2016   |
| <b>Tenure Status</b>            | Tenure Track   |
| <b>Education</b>                | 2016: PhD, Government, Harvard University  |
| <b>Specialization</b>           | Comparative politics, political economy of authoritarian regimes   |
| <b>Languages</b>                | Arabic (3); French (4); Spanish (4)  |
| <b>Time Dedicated to Europe</b> | 25-50%   |
| <b>Distinctions</b>             | Foreign Languages and Academic Studies Fellowship, National Science Foundation Graduate Research Fellowship, Department of Homeland Security Graduate Fellowship, Harvard Horizons Scholar |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Glaire Anderson

Associate Professor of Art History

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2006   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 2005: PhD, History, Massachusetts Institute of Technology  |
| <b>Specialization</b>           | History of Islamic Architecture, Urbanism, Arts (early and medieval periods, especially in Islamic Iberia and the Mediterranean), Material Culture, Visual Culture   |
| <b>Language</b>                 | Classical Arabic (2); Spanish (3)  |
| <b>Time Dedicated to Europe</b> | 25-50%   |
| <b>Distinctions</b>             | Eleanor Tufts Book Award   |
| <b>Experience Overseas</b>      | Europe   |
| <b>Dissertations</b>            | 4  |
| <b>Courses Taught</b>           | (1) ARTH 391: Al-Andalus & Hispania: Architecture & Art in Medieval Iberia   |
| <b>Recent Publications</b>      | (13) Anderson, Glaire and Rosser-Owen, Mariam. "Great Ladies and Noble Daughters: Ivories and Women in the Umayyad Court at Córdoba." <i>Pearls on a String: Art in the Age of Great Islamic Empires</i> , edited by Landau, Amy. University of Washington Press, 2015, 28-51. |

### Yaakov Ariel

Professor of Religious Studies

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1994   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1986: PhD, The Divinity School, University of Chicago  |
| <b>Specialization</b>           | Jewish-Christian Relationship; Protestantism and the Jews; Evangelicalism and Judaism in America; New Jewish religious movements; Christianity and Israel  |
| <b>Language</b>                 | Hebrew (5)   |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | Institute for Advanced Studies (Forschungskolleg) of Goethe University, Frankfurt am Main, Fellowship, May – July, 2013  |
| <b>Experience Overseas</b>      | Israel   |
| <b>Dissertations</b>            | 2  |
| <b>Courses Taught</b>           | (2) JWST 101 / RELI 123: Introduction to Jewish Studies; JWST 332H: The Protestant Tradition   |
| <b>Recent Publications</b>      | (24) Yaakov, Ariel. "From Faith to Faith: Conversions and De-Conversions during the Holocaust," <i>Simon Dubnow Institute Yearbook XII</i> (2013): 37-66.<br>Yaakov, Ariel. "The French Revolution and the Resurgence of Christian Eschatology." <i>The French Revolution and its Impact: A Collection of Essays</i> , Ed.by Richard I. Cohen. Jerusalem: Zalman Shazar Center, 1991, 319-338. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Christopher Armitage

Professor of English and Comparative Literature

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1967   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1967: PhD, English, Duke University  |
| <b>Specialization</b>           | English and Canadian Literature  |
| <b>Languages</b>                | French (2), German (2)   |
| <b>Time Dedicated to Europe</b> | 50-100%  |
| <b>Distinctions</b>             | 2015 Carolina Women's Leadership Council Award for Mentoring Undergraduates; Board of Governors Award for Excellence in Teaching; Bowman and Gordon Gray Chair for "outstanding scholarship, creativity and commitment to undergraduate education"   |
| <b>Experience Overseas</b>      | UK, Spain  |
| <b>Courses Taught</b>           | (2) ENGL 225: Shakespeare; ENGL / PWAD 659: Images of War in 20th Century Literature   |
| <b>Recent Publications</b>      | (4) Armitage, Christopher. <i>Literary Raleigh and Visual Raleigh</i> . Editor, Manchester. University Press, 2013.<br>Armitage, Christopher. <i>The Poetry of Piety: Four Centuries of Christian Poetry</i> . Baker Academica Books, 2002.<br>Armitage, Christopher. "Blue China and Blue Moods: Oscar Fashioning Himself at Oxford." <i>Oscar Wilde: The Man, his Writings, and His World</i> . Ed. Robert N. Keane. Ams Press, 2003. 15-24. |

### Carol Arnosti

Professor of Marine Sciences

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1995   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1993: PhD, Chemical Oceanography, Massachusetts Institute of Technology  |
| <b>Specialization</b>           | Organic carbon cycling by microbial communities in marine sediments and seawater   |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | Fulbright; NSF/NATO Postdoctoral Fellow  |
| <b>Experience Overseas</b>      | Germany, Mexico, Baltic Sea, Antarctica  |
| <b>Dissertations</b>            | 2  |
| <b>Recent Publications</b>      | (24) Arnosti, Carol. "Contrasting strategies in microbial degradation of organic matter in the water column and sediments: An example from Arctic fjords of Svalbard." <i>Marine Chemistry</i> , vol. 168, 2015, pp. 151-156.<br>Cardman, Z., C. Arnosti, A. Durbin, K. Ziervogel, C. Cox, A.D. Steen, and A. Teske. "Verrucomicrobia: candidates for polysaccharide-degrading bacterioplankton in an Arctic fjord of Svalbard." <i>Appl. Environ. Microbiol.</i> 80. 2014. 3749-3756. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Karen Auerbach

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | Assistant Professor of History<br>2014  |
| <b>Tenure Status</b>            | Tenure Track  |
| <b>Education</b>                | 2009: PhD, Near Eastern and Judaic Studies, Brandeis University   |
| <b>Specialization</b>           | Modern Jewish history, East European Jewish history and culture, history of the Holocaust, Polish-Jewish relations, twentieth-century Poland  |
| <b>Languages</b>                | Polish (5); Yiddish (5); Modern Hebrew (3)  |
| <b>Time Dedicated to Europe</b> | 25-50%  |
| <b>Distinctions</b>             | 2011 Yad Vashem, International Institute for Holocaust Research, Postdoctoral Fellowship<br>2009 Nahum and Anne Glatzer Endowed Prize in Near Eastern and Judaic Studies, Brandeis University   |
| <b>Experience Overseas</b>      | Poland, UK  |
| <b>Courses Taught</b>           | (2) HIST 485: Modern Eastern European Jewish History;<br>JWST 697: Capstone Course: themes and Methodologies in Jewish Studies  |
| <b>Recent Publications</b>      | (7) Auerbach, Karen. "Publishing." <i>Enzyklopaedie juedischer Geschichte und Kultur</i> , edited by Diner, Dan. J.B. Metzler. 2016.<br>Auerbach, Karen. <i>Aftermath: The Politics of Memory</i> . Monash University Publishing, 2015. |

### Cemil Aydin

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | Associate Professor of History<br>2012   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 2002: PhD, History and Middle Eastern Studies, Harvard University  |
| <b>Specialization</b>           | Modern Middle Eastern History and Modern Asian History   |
| <b>Languages</b>                | Turkish (5), Japanese (3), Arabic (3), Ottoman Turkish (1)   |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | Derek Bok Center Award for Distinction in Teaching at Harvard University (Fall 1999)   |
| <b>Experience Overseas</b>      | Japan, Turkey  |
| <b>Courses Taught</b>           | (2) Hist 274: History of the Ottoman Empire, 1300-1923;<br>HIST 538: The Middle East and the West  |
| <b>Recent Publications</b>      | (14) Aydin, Cemil. "A Global Anti-Western Moment? The Russo-Japanese War, Decolonization and Asian Modernity." <i>Conceptions of World Order, ca. 1880-1935. Global Moments and Movements</i> , Sebastian Conrad/Dominic Sachsenmaier, eds., Palgrave Transnational History Series. 2007. 213-236. |



## Appendix 1: Curriculum Vitae and Position Descriptions

### Robert Babcock

Professor of Classics

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2008   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1983: PhD, Classics, Duke University   |
| <b>Specialization</b>           | Latin Literature; Medieval Latin; Medieval studies   |
| <b>Languages</b>                | French (1); German (2); Greek (2); Latin (3); Italian (1); Spanish (1)   |
| <b>Time Dedicated to Europe</b> | 75-100%  |
| <b>Distinctions</b>             | Fellow of the Belgian Royal Academy of Arts and Sciences; Member of Comite international de paleographie latine; Alexander von-Humboldt Stiftung Residential Fellowship; Leab Prize by American Library Association  |
| <b>Experience Overseas</b>      | Belgium, Germany   |
| <b>Dissertations</b>            | 5  |
| <b>Courses Taught</b>           | (2) LATN 221: Vergil; LATN 724: Latin Textual Criticism  |
| <b>Recent Publications</b>      | (19) Babcock, Robert. <i>The 'Psychomachia' Codex from St. Lawrence (Bruxellensis 10066-77) and the Schools of Liège in the Tenth and Eleventh Centuries</i> . Turnhout: Brepols. 2017.<br>Babcock, Robert and Derolez, Albert. "The Gembloux Scriptorium in the Eleventh Century." <i>Scriptorium: Wesen, Funktion, Eigenheiten</i> , edited by Nievergelt, Andreas. September 2013. pp. 259-274, 2015. |

### Farida Badr

Teaching Assistant Professor of Asian Studies

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2010   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | 2008: MA TAFL, Cairo University  |
| <b>Pedagogy</b>                 | American Council on the Teaching of Foreign Languages Training   |
| <b>Specialization</b>           | Arabic language instruction  |
| <b>Languages</b>                | Arabic (5)   |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | Ford Foundation fellowship award of outstanding graduates in Egypt; 2012-2012 Asian Studies departmental award to attend NCOLCTL (2012)              |
| <b>Experience Overseas</b>      | Egypt  |
| <b>Courses Taught</b>           | (3) ARAB 101: Elementary Arabic I; ARAB 102: Elementary Arabic II; ARAB 300: Arabic Grammar and Composition  |
| <b>Recent Publications</b>      | (2) "Contemporary Juristic Issues related to Muslim Women" or "Muslim Women's Fiqh المرأة المسلمة", <i>El Aqsa El Dawlia El-Haram</i> , Cairo, 2015. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### David Baker

Peter G. Phialas Professor of English and Comparative Literature

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2008   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1992: PhD, English, Johns Hopkins University   |
| <b>Specialization</b>           | English Literature from 1485 to 1660 (including Milton)  |
| <b>Time Dedicated to Europe</b> | 75-100%  |
| <b>Distinctions</b>             | 1997-1998 Newberry Library Short-Term Grant  |
| <b>Courses Taught</b>           | ENGL 430: Renaissance Literature - Contemporary Issues   |
| <b>Recent Publications</b>      | (8) Baker, David. <i>On Demand: Writing for the Market in Early Modern England</i> . Stanford University Press, 2010.<br>Baker, David. "Shakespeare's Money." <i>The Cambridge World Shakespeare Encyclopedia/Cambridge World Shakespeare Online</i> , edited by Smith, Bruce. Cambridge University Press. 2016. |

### Sridhar Balasubramanian

Professor of Marketing

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2001  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1997: PhD, Management, Yale University  |
| <b>Specialization</b>           | Marketing strategy and technology strategy, customer-focus, innovation and growth strategy, services design and marketing, e-business, customer relationship management, game theory, and the management of competition   |
| <b>Language</b>                 | French (1); German (1)  |
| <b>Time Dedicated to Europe</b> | 25-50%  |
| <b>Distinctions</b>             | Roy W. Holsten Award for Outstanding Dedication and Service to the UNC Kenan-Flagler Business School; Award for Teaching Excellence from the Kenan-Flagler OneMBA (Global Executive MBA) Class of 2012  |
| <b>Experience Overseas</b>      | India (country of origin)   |
| <b>Courses Taught</b>           | (5) MBA 892A: Global Immersion I; MBA 892B: Global Immersion II; MBA 892C: Global Immersion III; MBA 892D: Global Immersion IV; MBA 892E: Global Immersion V  |
| <b>Recent Publications</b>      | (12) Jones Christensen, Lisa, Enno Siemsen and Sridhar Balasubramanian (2015), "Consumer Behavior Change at the Base of the Pyramid: Bridging the Gap between For Profit and Social Responsibility Strategies." <i>Strategic Management Journal</i> , vol. 36, no. 2 (February), p. 307-317.<br>Balasubramanian, Sridhar and Pradeep Bhardwaj, "When Not All Conflict is Bad: Manufacturing-Marketing Conflict and Strategic Incentive Design," <i>Management Science</i> , vol. 50, no. 4, p. 489-502. 2004. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Cameron Ballard-Rosa

Assistant Professor of Political Science

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2014  |
| <b>Tenure Status</b>            | Tenure Track  |
| <b>Education</b>                | 2014: PhD, Political Science, Yale University   |
| <b>Specialization</b>           | Political economy, international relations, comparative politics, and formal theory.  |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Languages</b>                | Mandarin Chinese (3)  |
| <b>Distinctions</b>             | Niehaus Center for Globalization and Governance, Princeton University 2016-2017; RJ Reynolds Industries Junior Faculty Development Award 2015-2016  |
| <b>Experience Overseas</b>      | Taiwan  |
| <b>Courses Taught</b>           | (2) POLI 490: Advanced Undergraduate Seminar: The EU Today; POLI 751: International Relations Theory II   |
| <b>Recent Publications</b>      | (7) Ballard-Rosa, Cameron. 2016. "Hungry for Change: Urban Bias and Autocratic Sovereign Default." <i>International Organization</i> , 70(02), 313-346.<br>Ballard-Rosa, Cameron. 2016. "Review of <i>Rethinking Sovereign Debt: Politics, Reputation, and Legitimacy in Modern Finance</i> by Odette Lienau." <i>Perspectives on Politics</i> , 14(01), 284-286. |

### Navin Bapat

Associate Professor of Political Science

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2007   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 2004: PhD, Political Science, Rice University  |
| <b>Specialization</b>           | International relations and conflict involving non-state Actors  |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | University of Texas at Dallas Seed Grant; National Science Foundation Grant for Collaborative Research: Simulating the Dynamics of Insurgency.   |
| <b>Courses Taught</b>           | (3) PWAD 444: Terrorism, POLI 255H: Immigration and Citizenship, POLI 750: International Relations Theory I  |
| <b>Recent Publications</b>      | (14) Bapat, Navin A. and Sean Zeigler. "Terrorism, Dynamic Commitment Problems, and Military Conáict." <i>American Journal of Political Science</i> . 2018.<br>Bapat, Navin A., Luis de la Calle, Kaisa Hinkkainen, and Elena McLean. "Economic Sanctions, Transnational Terrorism, and the Incentive to Misrepresent." <i>Journal of Politics</i> . 2018.<br>Bapat, Navin A. and Bo Ram Kwon. "When are Sanctions Effective? A Bargaining and Enforcement Framework." <i>International Organization</i> 69(1): 131-162. 2015. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Emily Baragwanath

Associate Professor of Greek Prose

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2007   |
| <b>Tenured Status</b>           | Tenured  |
| <b>Education</b>                | 2005: PhD, Classics, University of Oxford  |
| <b>Pedagogy</b>                 | Performance-based language training: Dey110 Resources and Training Portal.   |
| <b>Specialization</b>           | Greek historiography, Greek literature and culture   |
| <b>Languages</b>                | French (2); German (2); Italian (2)  |
| <b>Time Dedicated to Europe</b> | 50-75%   |
| <b>Distinctions</b>             | Hettleman Prize (2013) for Artistic and Scholarly Achievement by Young Faculty at UNC  |
| <b>Dissertations</b>            | 6  |
| <b>Courses Taught</b>           | (3) CLAS 61: Writing the past (focus on Greek Historians); CLAS 121: The Greeks; GREK 396: Special Readings in Greek Literature  |
| <b>Recent Publication</b>       | (19) Baragwanath, Emily. "Review of J. Grethlein, 'Experience and Teleology in Ancient Historiography: 'Future's Past' from Herodotus to Augustine.'" <i>American Historical Review</i> , vol. 120, no. 3, 2015, pp. 1089 - 90.<br>Baragwanath, Emily. "Characterization in Herodotus." <i>Fame and Infamy: Characterization in Historiography and Biography</i> . Oxford University Press, 2015, 17-35. |

### Reid Barbour

Professor of English

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 1988  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1988: PhD, English, University of Rochester   |
| <b>Specialization</b>           | English Literature from 1485 to 1660  |
| <b>Languages</b>                | German (3), French (1), Italian (1), Dutch (1)  |
| <b>Time Dedicated to Europe</b> | 75-100%   |
| <b>Distinctions</b>             | Fellowship, Institute for the Arts and Humanities   |
| <b>Experience Overseas</b>      | England   |
| <b>Courses Taught</b>           | (5) ENGL 120: British Literature, Medieval to 18th Century; ENGL 228: Literature of the later Renaissance; ENGL 230: Milton; ENGL 430: Renaissance Literature - Contemporary Issues; ENGL 827: Studies in Renaissance Authors   |
| <b>Recent Publications</b>      | (12) Barbour, Reid. "Religio Medici, ed. with Brooke Conti", <i>Works of Sir Thomas Browne</i> . V1. Oxford University Press. 2014.<br>"Dean Wren's Religio Medici: Reading in Civil War England." <i>Huntington Library Quarterly</i> , vol. 73, no. 2, 2010, pp. 263-272. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Jamie Bartram

Don & Jennifer Holzworth Distinguished Professor of Environmental Science and Engineering

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2009  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1996: PhD, Environmental Sciences and Engineering, University of Surrey   |
| <b>Specialization</b>           | Public health; Environmental health; International policy; Disease prevention; Drinking water supply; Drinking water quality; Sanitation; Hygiene   |
| <b>Languages</b>                | French (1), Spanish (4), Italian (2)  |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Distinctions</b>             | Director of the Water Institute, Gillings School of Global Public Health; Astor Visiting Lectureship at the University of Oxford; Rebecca L. Calderon Distinguished Lecturer; International Water Association 'Grand Award'; Metal Box Scholarship; Pumphandle Lecture at the London School of Hygiene and Tropical Medicine annual lecture of the John Snow Society. |
| <b>Experience Overseas</b>      | Britain (country of origin), Switzerland, Italy, UK, Albania, Finland, Ireland, Germany, Canada, Romania, Iceland, Netherlands, Belgium, Bulgaria, Armenia  |
| <b>Courses Taught</b>           | (2) ENVR 682 WaSH and Global Health; ENVR 684 Writing up Water Research   |
| <b>Recent Publications</b>      | (8) Luh, Jeanne; Royster, Sarah; Sebastian, Daniel; Ojomo, Edema; Bartram, Jamie. "Expert Assessment of the Resilience of Drinking Water and Sanitation Systems to Climate-related Hazards." <i>Science of the Total Environment</i> , vol. 592, 2017, pp. 334–344.   |

### Jennifer Bauer

Teaching Assistant Professor of Art History

|                                 |   |
|---------------------------------|---|
| <b>Appointments</b>             | 2002  |
| <b>Tenure Status</b>            | Not Tenure Track  |
| <b>Education</b>                | 2004: PhD, Art History, UNC   |
| <b>Languages</b>                | French (3), German (3), Italian (3)   |
| <b>Time Dedicated to Europe</b> | 50-75%  |
| <b>Distinctions</b>             | Laura Bush 21st Century Library Program Grant, Co-Investigator Institute of Museum and Library Services   |
| <b>Courses Taught</b>           | (1) ARTH 156: Introduction to Architecture  |
| <b>Recent Publications</b>      | (2) Bauer, Jennifer. "Expertise, Dumb Luck, and Google: Image Retrieval from the WWW in Practice," <i>VRA Bulletin</i> 32, no. 2. 2005.<br>Bauer, Jennifer and Riggs, Timothy. <i>Apocalypse Then</i> . Ackland Art Museum. 2000. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Frank Baumgartner

Richard J. Richardson Distinguished Professor of Political Science

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2009  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1986: PhD, Political Science, University of Michigan  |
| <b>Specialization</b>           | Public policy, French politics,   |
| <b>Languages</b>                | French (4)  |
| <b>Time Dedicated to Europe</b> | 50-75%  |
| <b>Distinctions</b>             | Faculty Fellowship, Institute of African American Research; Leon D. Epstein Outstanding Book Award for <i>Lobbying and Policy Change: Who Wins, Who Loses and Why</i> .   |
| <b>Experience Overseas</b>      | Norway, Scotland, France, Spain, Italy  |
| <b>Dissertations</b>            | 6   |
| <b>Courses Taught</b>           | (1) POLI 890: Directed Reading in Political Science   |
| <b>Recent Publications</b>      | (10) Bonafont, Laura Chaqués; Palau, Anna M.; and Baumgartner, Frank. <i>Agenda Dynamics in Spain</i> . Palgrave Macmillan, 2015.<br>Baumgartner, Frank. "Agendas: Political." <i>International Encyclopedia of the Social &amp; Behavioral Sciences</i> , 2nd edition, Vol 1. Oxford: Elsevier. pp. 362–366. 2015.<br>Baumgartner, Frank. <i>Lobbying and Policy Change: Who Wins, Who Loses and Why</i> . University of Chicago Press, 2009.<br>Baumgartner, Frank and Jones, Bryan. <i>The Politics of Attention: How Government Prioritizes Problems</i> . University of Chicago Press, 2005. |

### Misha Becker

Professor of Linguistics

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2002  |
| <b>Tenured</b>                  | Tenured   |
| <b>Education</b>                | 2000: PhD, Linguistics, University of California: Los Angeles   |
| <b>Specialization</b>           | Child Language Acquisition  |
| <b>Languages</b>                | German (3); Italian (2); Spanish (2)  |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Distinctions</b>             | IAH Faculty Fellow; Academic Leadership Program   |
| <b>Dissertations</b>            | 8   |
| <b>Courses Taught</b>           | (2) LING 101: Introduction to Language; LING 203: Language Acquisition and Development  |
| <b>Publications</b>             | (11) Gotowski, Megan and Becker, Misha. "An Information-Structural Account of Children's Wh-In Situ Questions in French." <i>Cascadilla Proceedings Project</i> . Edited by L. Perkins, R. Dudley, J. Girard and K. Hitzcenko. pp. 24-35. 2016. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Gabrielle Berlinger

Assistant Professor of American Studies

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2015   |
| <b>Tenure Status</b>            | Tenure Track   |
| <b>Education</b>                | 2013: PhD, Folklore, Indiana University at Bloomington   |
| <b>Specialization</b>           | Nature and significance of vernacular architecture and ritual practice   |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | Babette S. and Bernard J. Tanenbaum Fellow in Jewish History and Culture   |
| <b>Courses Taught</b>           | (2) FOLK 481: The Changing Lives of Jewish Objects; FOLK 505: Traditions in Transition: Jewish Folklore and Ethnography  |
| <b>Publications</b>             | (7) Berlinger, Gabrielle. "Searching for Home in the Ephemeral Architecture of the Sukkah." <i>Material Vernaculars: Objects, Images, and Their Social Worlds</i> , edited by Jackson, Jason. Indiana University Press, 2016, 13-39.<br>Berlinger, Gabrielle. "From Ritual to Protest: Sukkot in the Garden of Hope." <i>Buildings &amp; Landscapes</i> , vol. 24, no. 1, University of Minnesota Press, 2017, pp. 1-25. |

### Susan Bickford

Associate Professor of Political Science

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1994   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1993: PhD, Political Science, University of Minnesota  |
| <b>Specialization</b>           | History of political thought, feminist theory, and democratic theory   |
| <b>Time Dedicated to Europe</b> | 50-75%   |
| <b>Distinctions</b>             | Charles Robson Award for Excellence in Graduate Instruction, 2007, 2003  |
| <b>Dissertations</b>            | 8  |
| <b>Courses Taught</b>           | (2) POLI / WGST 265: Feminism and Political Theory; POLI 472: Problems of Modern Democratic Theory   |
| <b>Recent Publications</b>      | (1) Bickford, Susan and Markovits, Elizabeth. . "Constructing Freedom: Institutional Pathways to Changing the Gender Division of Labor." <i>Perspectives on Politics</i> . 12:1. 2014. Pp. 81-99.<br>"Emotion Talk and Political Judgment." <i>The Journal of Politics</i> . 73:4. 2011. Pp, 1025-1037.<br><i>Perspectives on Politics</i> , vol. 12, no. 01, 2014, pp. 81–99.<br>Bickford, Susan. <i>The Dissonance of Democracy: Listening, Conflict, and Citizenship</i> . Cornell University Press and Joky Shuppan. 2001. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Lucia Binotti

|                                 |   |
|---------------------------------|---|
|                                 | Professor of Romance Studies  |
| <b>Appointment</b>              | 1990  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1990: PhD, Renaissance Spanish Linguistic Thought,<br>University of California: Santa Barbara   |
| <b>Pedagogy</b>                 | Performance-based language training: Dey110 Resources<br>and Training Portal.   |
| <b>Specialization</b>           | Spanish Philology, cultural thought,  |
| <b>Languages</b>                | Spanish (5), Portuguese (4), Italian (5), French (4)  |
| <b>Time Dedicated to Europe</b> | 75-100%   |
| <b>Distinctions</b>             | Think Up Culture! International Mentorship and<br>Patronage for the Cultural and Creative Industries<br>awarded to RoadAmico, 2015.   |
| <b>Experience Overseas</b>      | France, Italy, Spain, Colonial Latin America  |
| <b>Courses Taught</b>           | (2) ROML 89H: Sex in European Renaissance Literature;<br>SPAN 371: Studies in Spanish Literature;   |
| <b>Recent Publications</b>      | (8) Binotti, Lucia. "Visual Eroticism, Poetic Voyeurism:<br>Ekphrasis and the Complexities of Patronage in Góngora's<br>Fábula De Polifemo y Galatea." <i>Signs of Power in<br/>Habsburg Spain and the New World</i> , edited by Jason<br>McCloskey and Ignacio López Alemany, Bucknell<br>University Press, 2013, pp. 27–58. |

### Stanley Black

|                                 |   |
|---------------------------------|---|
|                                 | George Lurcy Professor Emeritus of Economics  |
| <b>Appointment</b>              | 1983  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1965: PhD, Economics, Yale University   |
| <b>Specialization</b>           | International Monetary Theory   |
| <b>Languages</b>                | French (3)  |
| <b>Time Dedicated to Europe</b> | 25-50%  |
| <b>Distinctions</b>             | Fulbright Distinguished Lecturer, University of Siena;<br>Bundesbank Visiting Professor, Berlin; Member, Council<br>on Foreign Relations  |
| <b>Experience Overseas</b>      | 1966-2009 Fellow, Inst. for Int'l. Econ. Stud., Stockholm   |
| <b>Dissertations</b>            | 7   |
| <b>Courses Taught</b>           | (2) ECON 461: European Economic Integration; ECON<br>560: Advanced International Economics: Trade Barriers,<br>Monetary Policy  |
| <b>Recent Publications</b>      | (2) Black, Stanley. "The Portfolio Theory of Exchange<br>Rates-Then and Now." <i>Review of International Economics</i> ,<br>vol. 23, no. 2, 2015, pp. 379–386.<br>Black, Stanley. "Fixing the Flaws in the Eurozone." <i>Center<br/>for Economic Policy Research</i> , Nov. 2010. |



## Appendix 1: Curriculum Vitae and Position Descriptions

### Andrea Bohlman

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | Assistant Professor of Music<br>2013   |
| <b>Tenure Status</b>            | Tenure Track   |
| <b>Education</b>                | 2012: PhD, Music, Harvard University   |
| <b>Specialization</b>           | Archival engagement, ethnomusicological methods, and music analysis, as well as oral history, sound studies, and East Central Europe   |
| <b>Languages</b>                | Polish (3); German (5); French (2)   |
| <b>Time Dedicated to Europe</b> | 25-50%   |
| <b>Distinctions</b>             | National Endowment of the Humanities Fellowship (2017)   |
| <b>Dissertations</b>            | 1  |
| <b>Courses Taught</b>           | (1) MUSC 291: Music and Politics   |
| <b>Recent Publications</b>      | (14) McMurray, Peter and Bohlman, Andrea. "Tape: Or, Rewinding the Phonographic Regime." <i>Twentieth-Century Music</i> , vol. 14, no. 1, 2017, 3–24.<br>Bohlman, Andrea. "Making Tapes in Poland: The Compact Cassette at Home." <i>Twentieth-Century Music</i> , vol. 14, no. 1, 2017, 119–134.<br><i>Bohlman Andrea and Bohlman, Philip. Hanns Eisler (1898–1962): "In der Musik ist es anders,"</i> Jüdische Miniaturen, Stiftung Neue Synagoge, Centrum Judaicum Berlin. Hentrich & Hentrich, 2012. |

### Cheryl Bolick

|                                 |  |
|---------------------------------|--|
|                                 | Associate Professor of Education<br>2002   |
| <b>Appointment</b>              | 2002   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1998: PhD, Curriculum and Instruction, North Carolina State University   |
| <b>Specialization</b>           | Technology and Teacher Education; Technology Across the Curriculum, Social Studies Education   |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | 1992, Sallie Mae National First Year Teacher Award. 1992, Nash - Rocky Mount School System Teacher of the Year   |
| <b>Courses Taught</b>           | (1) EDUC 564: Teaching Social Studies in the Middle Grades   |
| <b>Recent Publications</b>      | (16) Beal, C. & Bolick, C. M. <i>Teaching Social Studies in Middle and Secondary Schools</i> (6th ed.), Merrill Prentice Hall. 2014.<br>Bolick, C.M. "To be or not to be: A critical examination of seven digital history textbooks for social studies educators." in <i>Teaching and Learning Social Studies</i> , edited by Russell, William, Information Age Publishing, Inc, pp. 411- 438. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Mark Bonds

Cary C. Boshamer Distinguished Professor of Music

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 1992  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1988: PhD, Musicology, Harvard University   |
| <b>Specialization</b>           | Music of the 18th and 19th centuries, particularly instrumental music and aesthetic theory; Musicology  |
| <b>Languages</b>                | German (3)  |
| <b>Time Dedicated to Europe</b> | 25-50%  |
| <b>Distinctions</b>             | 2016-17 Fellow, Lise-Meitner-Programm   |
| <b>Experience Overseas</b>      | Germany   |
| <b>Dissertations</b>            | 5   |
| <b>Courses Taught</b>           | (2) MUSC 141: Western Music Survey (Classical Music from 1500 - Present); MUSC 284: Beethoven and His Era   |
| <b>Recent Publications</b>      | (7) Bonds, Mark. <i>Music as Thought: Listening to the Symphony in the Age of Beethoven</i> . Princeton University Press, 2006.<br>Bonds, Mark. <i>A History of Music in Western Culture</i> . Pearson Prentice-Hall, 2003. |

### Jessica Boon

Associate Professor of Religious Studies

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2011   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 2004: PhD, Religious Studies, University of Pennsylvania   |
| <b>Languages</b>                | Spanish (3)  |
| <b>Time Dedicated to Europe</b> | 50-75%   |
| <b>Distinctions</b>             | Visiting Researcher, Consejo Superior de Investigaciones Científicas (CSIC), Madrid, 2016; Charles A. Ryskamp Research Fellowship; Charles Julian Bishko Memorial Prize.   |
| <b>Experience Overseas</b>      | Spain  |
| <b>Dissertations</b>            | 12   |
| <b>Courses Taught</b>           | (4) RELI 266: Medieval and Renaissance Christian Cultures; RELI 326H: Mary in the Christian Tradition; RELI 368H: Race, Sexuality and Disability in the history of Western Christianity; RELI 668: Spanish Religions: Peninsular Convivencia and Colonial Encounter  |
| <b>Recent Publications</b>      | (17) Boon, Jessica "Mother Juana de la Cruz, 1481–1534: Visionary Sermons." <i>The Other Voice in Early Modern Europe: The Toronto Series</i> , edited by Surtz, Ronald E. Iter Academic Press; Tempe: Arizona Center for Medieval and Renaissance Studies, 2016.<br>Boon, Jessica. "Violence and the 'Virtual Jew' in Castilian Passion Narratives, 1490s-1510s." <i>Journal of Medieval Iberian Studies</i> , vol. 8, no. 1, 2016, pp. 1-20. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Karen Booth

Associate Professor of Women and Gender Studies

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 1998  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1995: PhD, Sociology, University of Wisconsin-Madison   |
| <b>Specialization</b>           | Feminism/s and feminist theories; gender and sexuality; imperialism, neo-imperialism and post-colonialism; transnational queer politics;  |
| <b>Languages</b>                | Swahili (2); French (2)   |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Distinctions</b>             | 2014 Chancellor's Award for the Advancement of Women; 2007 Chapman Family Teaching Award; Campus Women's Center Faculty Scholar Award; Competitive Faculty Research Leave   |
| <b>Experience Overseas</b>      | Kenya, Switzerland, Africa, Philippines and North Ireland   |
| <b>Courses Taught</b>           | (1) WGST 101: Introduction to Women's Studies   |
| <b>Recent Publications</b>      | (5) Booth, Karen. "Saving Babies from Manhattan to Johannesburg: AZT Denialism as a Failed Decolonial Rhetorics." <i>National Women's Studies Association</i> , 2016.<br>Booth, Karen. "Conceiving the Nations: Politics of the Womb in Kenya, the United States, Greece and Ireland," <i>Journal of Women's History</i> . 18. 51-57. |

### Luc Bovens

Professor of Philosophy

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2018   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1990: PhD, Philosophy, University of Minnesota   |
| <b>Specialization</b>           | Philosophy and Public Policy; Moral Psychology   |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | Laurance S. Rockefeller Visiting Fellow at the Center for Human Values of Princeton University   |
| <b>Experience Overseas</b>      | Germany, Sweden  |
| <b>Courses Taught</b>           | (1) PHIL 384: Introduction to Philosophy, Politics, and Economics  |
| <b>Recent Publications</b>      | (11) Bovens, Luc. "The Tragedy of the Commons as a Voting Game." <i>Prisoner's Dilemma</i> . Cambridge University Press. 156-176. 2015.<br>Hartmann, Stephan and Bovens, Luc. <i>Bayesian Epistemology</i> , Oxford University Press, 2003, German translation <i>Bayesianische Erkenntnistheorie</i> , Mentis, 2006.<br>Bovens, Luc. "Selection under Uncertainty: Affirmative Action at Shortlisting Stage." <i>Mind</i> , vol. 125, no. 498, pp. 421-437. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Christoph Brachmann

Mary H. Cain Distinguished Professor of Art

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2010  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1994: PhD, Art History, Technical University Berlin   |
| <b>Specialization</b>           | Medieval and early modern European art and architecture<br>Modern architecture  |
| <b>Languages</b>                | French (4); German (5)  |
| <b>Time Dedicated to Europe</b> | 100%  |
| <b>Distinctions</b>             | Grants and fellowships from the federal state of Berlin   |
| <b>Experience Overseas</b>      | Germany (country of origin)   |
| <b>Courses Taught</b>           | (3) ARTH 272: N. European Art 1: Van Eyck to Bruegel;<br>ARTH 274: European Baroque Art; ARTH 950: Problems<br>in Art History: Court Art, Emperor Rudolf II   |
| <b>Recent Publications</b>      | (8) Brachmann, Christoph, and Freigang, Christian.<br>"Klöster, Kathedralen, Burgen: 800-1500."<br><i>Architekturgeschichte Verstehen. Europäische<br/>Architekturgeschichte Vom Mittelalter Bis Heute in 3<br/>Bänden</i> , vol. 1, Wissenschaftliche Buchgesellschaft,<br>Darmstadt, 2014.<br>Brachmann, Christoph. "The Church of Our Lady in Trier<br>and Early Gothic Architecture in the Holy Roman Empire."<br><i>Liebfrauen Trier: Ein Schlüsselbau der europäischen<br/>Gotik</i> . (eds) Andreas Tacke. Petersberg. 2014.<br>Brachmann, Christoph. <i>Light and Color in the Berlin<br/>Underground: Subway Stations of the 1920s</i> . Gebr. Mann<br>Verlag, 2003. |

### Inger Brodey

Bank of America Distinguished Term Professor of English and Comparative Literature

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2002  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1994: PhD, Social Thought, University of Chicago  |
| <b>Specialization</b>           | History of the Novel in England, France, Germany,<br>Denmark, Italy, Eighteenth-century Europe  |
| <b>Languages</b>                | German (4); Italian (2); Japanese (5); Danish (5);<br>French (4)  |
| <b>Time Dedicated to Europe</b> | 25-50%  |
| <b>Distinctions</b>             | Honorary Doctorate in Humane Letters  |
| <b>Experience Overseas</b>      | Denmark, Japan, Germany, France   |
| <b>Dissertations</b>            | 10  |
| <b>Courses Taught</b>           | (1) GLBL 492H: Global Food Films  |
| <b>Recent Publications</b>      | (6) Brody, Inger and Garcia Periago, Rosa Maria. "Tyrants,<br>Lovers, and Comedy in the Green Worlds of Mansfield<br>Park and A Midsummer Night's Dream." <i>Shakespeare and<br/>Austen</i> , Palgrave, 2017. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Chad Bryant

|                                 |  |
|---------------------------------|--|
|                                 | Associate Professor of History   |
| <b>Appointment</b>              | 2002   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 2002: PhD, History, University of California at Berkeley   |
| <b>Specialization</b>           | Social and cultural history of Central and Eastern Europe from the eighteenth century to the present   |
| <b>Languages</b>                | Czech (5); German (5)  |
| <b>Time Dedicated to Europe</b> | 50-75%   |
| <b>Distinctions</b>             | Schwab Academic Excellence Award, Institute for Arts and Humanities; Bohemistika Grant from the Masaryk Institute and Archive; National Council for Eurasian and East European Research Policy Research Fellowship.                                      |
| <b>Experience Overseas</b>      | Germany, Czech Republic  |
| <b>Dissertations</b>            | 2  |
| <b>Courses Taught</b>           | (4) HIST 140: Contemporary World since 1945; HIST 260: Eastern Europe since 1815; HIST 783: Russian and East European History; HNRS 353: History of Prague   |
| <b>Recent Publications</b>      | (4) Bryant, Chad. <i>Walking Histories, 1800-1914</i> . Co-edited with Paul Readman and Arthur Burns, Palgrave, 2016.<br>Bryant, Chad. <i>Borderlands in World History, 1700-1914</i> . Co-edited with Paul Readman and Cynthia Radding, Palgrave, 2014. |

### Marcus Bull

|                                 |   |
|---------------------------------|---|
|                                 | Andrew W. Mellon Distinguished Professor of Medieval and Early Modern Studies   |
| <b>Appointment</b>              | 2010  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1991: PhD, History, University of London  |
| <b>Specialization</b>           | Medieval and Early Modern Studies   |
| <b>Time Dedicated to Europe</b> | 75-100%   |
| <b>Distinctions</b>             | National Humanities Center: Archie K. Davis Fellowship  |
| <b>Experience Overseas</b>      | UK  |
| <b>Dissertations</b>            | 7   |
| <b>Courses Taught</b>           | (5) HIST 107: Medieval History; HIST 108: Introduction to Early Medieval History 500-1050; HIST 434: Medieval England; HIT 437: Aristocratic Culture in the Central Middle Ages; HIST 890: Topics in History: Ancient and Medieval Europe   |
| <b>Recent Publications</b>      | (13) Bull, Marcus. <i>Eyewitness and Narration: Narratives of Conflict and Travel c.1150-c.1220</i> . Boydell Press. 2017.<br>Bull, Marcus. "Francesco Balbi di Correggio's La Verdadera Relacion: The Main Eyewitness Account of the Great Siege in Context." <i>Besieged: Malta 1565</i> , vol. 1. Edited by M. Camilleri, Malta Libraries and Heritage Malta; Valletta, 2015, pp. 13-28. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Melissa Bullard

Professor of History

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1977   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1977: PhD, History, Cornell University   |
| <b>Specialization</b>           | Renaissance Italy, late medieval/early modern economic and cultural history, myth and history  |
| <b>Languages</b>                | Spanish (1), Latin (4), Italian (4), German (4); French (4)  |
| <b>Time Dedicated to Europe</b> | 75-100%  |
| <b>Distinctions</b>             | 2012 Z.S. Reynolds Senior Faculty Fellow; 2012 Distinguished Senior Visiting Fellow at the University of London; 2011 Taylor Fellow Institute for the Arts and Humanities; 2006 N.E.H. Fellowship at the Munson Institute for American Maritime Studies; 2002 Boston and Mellon Foundation, Travel Grant from the Isabel Stewart Gardner Museum  |
| <b>Experience Overseas</b>      | UK, Italy  |
| <b>Distinctions</b>             | 3  |
| <b>Courses Taught</b>           | (4) HIST 151: History of Western Civilization to 1650; HIST 177H: Voices of the Italian Renaissance; HIST 255: Manor to Machine: The Economic Shaping of Europe; HIST 452: The Renaissance   |
| <b>Recent Publications</b>      | (5) Bullard, Melissa. <i>Brooklyn's Renaissance. Commerce, Culture, and Community in the Nineteenth-Century Atlantic World</i> . Palgrave Macmillan (Springer), 2017.<br>Bullard, Melissa. <i>Lettere di Lorenzo de' Medici</i> , vols. X and XI. Istituto Nazionale di Studi sul Rinascimento and Guinti-Barbèra, 2003.<br>Bullard, Melissa. <i>Lorenzo the Magnificent: Image and Anxiety, Politics and Finance</i> . Olschki, 1994. |

### Kathryn Burns

Professor of History

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2000   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1993: PhD, History, Harvard University   |
| <b>Specialization</b>           | Colonial history   |
| <b>Languages</b>                | Latin (1), Portuguese (3), Spanish (5)   |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | Hispanic American Historical Review, Most Cited and Most Accessed Articles, Top 20                                   |
| <b>Experience Overseas</b>      | Brazil, Peru   |
| <b>Distinctions</b>             | 3  |
| <b>Courses Taught</b>           | (2) HIST 76: First Year Seminar: Understanding 1492; HIST 721: European Expansion and Global Interaction, 1400-1800. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Timothy Carter

Distinguished Professor of Music

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2001   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1980: PhD, Music, University of Birmingham   |
| <b>Specialization</b>           | Music in late Renaissance and early Baroque Italy; the operas of Mozart;   |
| <b>Languages</b>                | Latin (1); German (1); Italian (3); French (3)   |
| <b>Time Dedicated to Europe</b> | 50-75%   |
| <b>Distinctions</b>             | President, Society for Seventeenth-Century Music   |
| <b>Experience Overseas</b>      | UK, Italy  |
| <b>Dissertations</b>            | 9  |
| <b>Courses Taught</b>           | (2) MUSC 142: Great Musical Works; MUSC 287: Opera as Drama (History of Opera's development)   |
| <b>Recent Publications</b>      | (14) Carter, Timothy and Goldthwaite, Richard. <i>Orpheus in the Marketplace: Jacopo Peri and the Economy of Late Renaissance Florence</i> . Harvard University Press, 2013. |

### Flora Cassen

Professor of History

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2011  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 2008: PhD, Hebrew and Judaic Studies, New York University   |
| <b>Specialization</b>           | History of Jews in Europe   |
| <b>Languages</b>                | Dutch (Flemish) (5); Italian (3); Spanish (3), French (3), Hebrew (3), Latin (2), German (2)  |
| <b>Time Dedicated to Europe</b> | 75-100%   |
| <b>Distinctions</b>             | Adjunct Fellow, Herbert D. Katz Center for Judaic Studies; Van der Horst Scholar in Jewish History and Culture; Frederic C. Lane Fellowship from the Medieval Academy of America; Felix Posen Fellowship from The Vidal Sassoon Center for the Study of Anti-Semitism                             |
| <b>Experience Overseas</b>      | Belgium (country of origin), Spain, Italy   |
| <b>Dissertations</b>            | 6   |
| <b>Courses Taught</b>           | (4) HIST 153: The Bible to Broadway: Jewish History in Modern Times; HIST 158: Early Modern Europe, 1500-1850; HIST 308: The Renaissance and the Jews; HIST / JWST 330: Jesus and the Jews: From the Bible to the Big Screen  |
| <b>Recent Publications</b>      | (13) Cassen, Flora. <i>Marking the Jews in Renaissance Italy: Politics, Religion, and the Power of Symbols</i> . Cambridge University Press, 2017.<br>Cassen, Flora. "Philip II of Spain and His Italian Jewish Spy." <i>Journal of Early Modern History</i> , vol. 21, no. 4, 2017, pp. 318–342. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Amy Chambliss

Director of Italian Language Instruction, Teaching Associate Professor of Italian

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2005   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | 2005: PhD, Italian, UNC  |
| <b>Pedagogy</b>                 | Performance-based language training: Dey110 Resources and Training Portal.   |
| <b>Specialization</b>           | Italian language, literature, and culture.   |
| <b>Languages</b>                | Italian (5)  |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | Dana Drake Dissertation Fellowship, Phi Beta Kappa, Sociology Department Award   |
| <b>Experience Overseas</b>      | Study and research in Italy  |
| <b>Courses Taught</b>           | (2) ITAL 300: Communicating in Italian: Media, Culture and Society; ITAL 320: Italian Cities and Cultures  |
| <b>Recent Publications</b>      | (4) Chambliss, Amy. "Sequencing Communicative Activities in the Language Classroom." <i>The Language Editor</i> . ACTFL vol.12, no. 1, 2017, pp. 48-52.<br>Chambliss, Amy. "Gender and the Understanding of Transgression in Deledda's <i>Canne al vento</i> ." <i>La Fusta: Journal of Literature of Culture</i> , vol. 13, 2005, pp. 19-24.<br>Chambliss, Amy. "Revisiting the Resistance of Roberto Rossellini's Cinema," <i>Romance Notes</i> . 31-39. 2003. |

### Dana Coen

Director of the Writing for the Screen and Stage Minor

|                                 |   |
|---------------------------------|---|
| <b>Tenure Status</b>            | Not Tenure Track  |
| <b>Education</b>                | MFA, Playwriting, University of California: Los Angeles   |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Distinctions</b>             | 2003 Jewish Image Award; 1999 The Templeton Epiphany Prize; 1983 Drama League Playwriting Award; 1983 Y.E.S. Playwriting Competition; 1981 Creative Arts Program Service Award  |
| <b>Courses Taught</b>           | (1) COMM 335: Film Story Analysis (Includes European works)   |
| <b>Recent Publications</b>      | (1) Coen, Dana. <i>Twenty-five Short Plays, Selected Works from the University of North Carolina a Long Story Shorts Festival</i> . Writing for the Screen and Stage Program and UNC Press. 2017.<br>Coen, Dana. <i>Showtime's One Act Festival, 1994</i> . Smith and Krause, 1996. |



## Appendix 1: Curriculum Vitae and Position Descriptions

### Marsha Collins

Royster Distinguished Professor of Graduate Education, Professor of English and  
Comparative Literature

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1988   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1983: PhD, Spanish, Princeton University   |
| <b>Specialization</b>           | Sixteenth- and seventeenth-century Spanish Literature,<br>Early Modern European Court Culture, Literature and<br>the Visual Arts   |
| <b>Languages</b>                | German (1); French (3); Latin (1); Spanish (5)   |
| <b>Time Dedicated to Europe</b> | 25-50%   |
| <b>Distinctions</b>             | 2018 Royster Distinguished Professor for Graduate<br>Education; 2014 Marcel Bataillon Distinguished Term<br>Professor of Comparative Literature; 2001 Mary Turner<br>Lane Award; 2000 John L. Sanders Award for<br>Distinguished Undergraduate Teaching and Service; 1998<br>Outstanding Faculty Woman Award |
| <b>Experience Overseas</b>      | Fulbright year in Spain, 1981-82   |
| <b>Dissertations</b>            | 5  |
| <b>Courses Taught</b>           | (3) CMPL 121: Great Books 1: Romancing the World;<br>CMPL 122: Great Books 1: Visual Arts and Literature;<br>CMPL 223: Global Authors: Cervantes   |
| <b>Recent Publications</b>      | (6) Collins, Marsha. <i>Imagining Arcadia in Renaissance<br/>Romance</i> . Routledge, 2016.  |

### Pamela Conover

Burton Craige Distinguished Professor of Political Science

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 1984  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1979: PhD, Political Science, University of Minnesota   |
| <b>Specialization</b>           | Political behavior, political psychology, sexuality studies   |
| <b>Time Dedicated to Europe</b> | 25-50%  |
| <b>Distinctions</b>             | University of Chicago Center for Cognitive Neuroscience<br>and the Arete and Templeton Foundation's.  |
| <b>Experience Overseas</b>      | NATO Research Fellowship  |
| <b>Dissertations</b>            | 8   |
| <b>Courses Taught</b>           | (1) POLI / WGST 217: Women and Politics (US /<br>European Comparisons)  |
| <b>Recent Publications</b>      | (6) Searing, Donald; Solt, Frederick; Conover, Pamela;<br>and Crewe, Ivor. "Public Discussion in the Deliberative<br>System: Does It Make Better Citizens?" <i>British Journal of<br/>Political Science</i> , vol. 37, pp. 587-618. 2007.<br>Pamela Johnston Conover, Donald Searing and Ivor Crewe.<br>"The Elusive Ideal of Equal Citizenship: Political Theory<br>and Political Psychology in the United States and Great<br>Britain." <i>Journal of Politics</i> , 66, (2004), 1036-68. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Patrick Conway

Department Chair and Professor CAS of Economics

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 1983  |
| <b>Tenure Status</b>            | Tenure  |
| <b>Education</b>                | 1984: PhD, Economics, Princeton University  |
| <b>Specialization</b>           | Problems of developing and transition economies   |
| <b>Languages</b>                | French (3); Russian (1); Spanish (1)  |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Distinctions</b>             | 2011-2011 Macroeconomic Forecasting Seminar,  |
| <b>Experience Overseas</b>      | Austria, Switzerland  |
| <b>Dissertations</b>            | 12  |
| <b>Courses Taught</b>           | (1) ECON 861: Int'l Monetary Economics: International Monetary System, Exchange Rates - EMS Principal Example   |
| <b>Recent Publications</b>      | (4) Conway, Patrick J. "Lessons from the Collapse of the Transferable Ruble System and the Joint Currency of Former CMEA Countries for the Eurozone." CESifo Forum 17, no. 4 (2016): 48-53.<br>Conway, Patrick. "The Role of the IMF in the International Financial and Eurozone Crises." <i>J. deBardeleben and C. Viju: Economic Crisis in Europe: What it Means for the EU and Russia</i> . Palgrave-McMillan, 2013, pp. 154-176.<br>Conway, Patrick. <i>Currency Proliferation: Monetary Legacies of the Soviet Union</i> . Princeton studies in International Finance. 1995. |

### Andrea Cooper

Assistant Professor of Religious Studies

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2014  |
| <b>Tenure Status</b>            | Tenure Track  |
| <b>Education</b>                | 2013: PhD, New York University  |
| <b>Specialization</b>           | Modern Jewish thought, Gender and sexuality, Continental philosophy and post-Shoah ethics, Medieval Jewish philosophy and mysticism   |
| <b>Time Dedicated to Europe</b> | 50-75%  |
| <b>Distinctions</b>             | Paula E. Hyman Mentoring Program for Jewish Women's and Gender Studies; Association for Jewish Studies Women's Caucus; Memorial Foundation for Jewish Culture doctoral scholarship;   |
| <b>Courses Taught</b>           | JWST 100: Introduction to Jewish Studies; JWST 420: Post-Holocaust Ethics and Theology  |
| <b>Recent Publications</b>      | (4) Cooper, Andrea. "Maintaining Oppositions in Mussar." <i>Journal of Jewish Ethics</i> . 2016.<br>Cooper, Andrea. "Teaching Beyond the Canon: New Approaches to Jewish Studies." <i>AJS News, The Scholarship Issue</i> . 2016. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Pamela Cooper

Associate Professor of English and Comparative Literature

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 1990  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1989: PhD, English, University of Toronto   |
| <b>Specialization</b>           | Postmodern literature and theory; Postcolonial literature and theory; Gender and queer studies  |
| <b>Languages</b>                | Afrikaans (4), French (3), German (3)   |
| <b>Time Dedicated to Europe</b> | 50-75%  |
| <b>Distinctions</b>             | 2013-14 University Teaching Award for Post-Baccalaureate Instruction  |
| <b>Dissertations</b>            | 9   |
| <b>Courses Taught</b>           | ENGL 355: The British Novel, 1870-WWII; ENGL 356: British and American Fiction since WWII   |
| <b>Recent Publications</b>      | (1) Cooper, Pamela. <i>Graham Swift: Last Orders</i> . New York: Continuum Press, 2002.<br>Cooper, Pamela "Life of Pi (2000), by Yann Martel." <i>Dictionary of Literary Biography</i> , edited by Merritt Moseley, vol. 326, Booker Prize Novels 1969-2005, New York: Brucoli Clark Layman, 2006.<br>Cooper, Pamela. "Violence, Pain, Pleasure, Wit." <i>Peering Behind the Curtain: Disability and the Extraordinary Body in Contemporary Theater</i> . Eds. Fahy, Thomas and King, Kimball. Routledge-Garland. 2002. |

### Glynis Cowell

Teaching Professor of Spanish, Professor or Romance Studies

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1994   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | 1990: PhD, Curriculum and Instruction, UNC   |
| <b>Specialization</b>           | foreign language teaching and learning including language acquisition, language for special purposes and the role of technology in learning  |
| <b>Languages</b>                | Spanish (5)  |
| <b>Time Dedicated to Europe</b> | 25-50%   |
| <b>Distinctions</b>             | Student's Undergraduate Award for Excellence in Teaching; Romance Languages Graduate Student Faculty Mentor Award  |
| <b>Courses Taught</b>           | ROML 700: Theories and Techniques of Foreign Language Teaching   |
| <b>Recent Publications</b>      | (7) LeLoup, Jean, Glynis Cowell, and Audrey Heining-Boynton. <i>¡Anda! Curso intermedio!</i> 3rd ed. Boston: Pearson, 2017.<br>Cowell, Glynis, and Audrey Heining-Boynton. <i>¡Anda! Curso elemental!</i> 3rd ed. Boston: Pearson, 2017. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Cori Dauber

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | Professor of Communications<br>1990  |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1987: PhD, Communication Studies, Northwestern University  |
| <b>Specialization</b>           | Online visual propaganda strategies of terrorist groups, particularly the Islamic State and Al Qaeda and its affiliates  |
| <b>Time Dedicated to Europe</b> | 25-50%   |
| <b>Distinctions</b>             | Named to list of Top Ten Professors by Carolina Review Magazine, 2001, 2002, 2003  |
| <b>Experience Overseas</b>      | Wales  |
| <b>Dissertations</b>            | 5  |
| <b>Courses Taught</b>           | COMM / PWAD 355: Terrorism and Political Violence;<br>COMM 574: War and Culture  |
| <b>Recent Publications</b>      | (4) Dauber, Cori. "Terrorism," <i>Sage Encyclopedia of Communication Research Methods</i> , edited with Carol K. Winkler. 2015.<br>Dauber, Cori. <i>Visual Propaganda and Extremism in the Online Environment</i> . Strategic Studies Institute: US Army War College Press, 2014.<br>"You Tube War: Fighting in a World of Cameras in Every Cell Phone, Photoshop on Every Computer." <i>Strategic Studies Institute Monograph Series</i> . US Army War College, 2009. |

### Helene De Fays

|                                 |   |
|---------------------------------|---|
|                                 | Teaching Associate Professor of Spanish   |
| <b>Appointment</b>              | 2004  |
| <b>Tenure Status</b>            | Not Tenure Track  |
| <b>Education</b>                | 2004: PhD, Latin American Literature, UNC   |
| <b>Pedagogy</b>                 | Performance-based language training: Dey110 Resources and Training Portal.  |
| <b>Specialization</b>           | Spanish language and culture in the Spanish speaking world  |
| <b>Languages</b>                | Spanish (5)   |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Dissertations</b>            | 1   |
| <b>Courses Taught</b>           | ROML 89: Religion, War, Culture and Transference;<br>SPAN 203: Intermediate Spanish   |
| <b>Publications</b>             | (1) de Fays, Hélène and King, Larry D. <i>El mundo hispano a lo largo de los años</i> . Second edition, Dubuque: Kendall/Hunt, 2014.<br>de Fays, Helene. "From 1984 to Sueños digitales: The Dystopian Novel in the Age of Globalization." <i>A contracorriente</i> 3.1 (2005): 114-47. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Nicholas Didow

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | Associate Professor of Marketing<br>1979  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1980: PhD, Marketing, Northwestern University   |
| <b>Specialization</b>           | consumer behavior, marketing strategy, product management, product scares and sports marketing  |
| <b>Languages</b>                | Chinese, Mandarin (1); French (1)   |
| <b>Time Dedicated to Europe</b> | 25-50%  |
| <b>Distinctions</b>             | 2015-2015 Weatherspoon Award for Outstanding Teaching   |
| <b>Courses Taught</b>           | BUIS 617: Global Marketing  |
| <b>Publications</b>             | (1) Didow, Nicholas. "Issues and Insights with Realtime Data." <i>Marketing Theory and Applications</i> , edited by Stewart and Vilcassim, vol. 6, no. 430, AMA 1995 Winter Educators' Conference, 1995 (with G. David Hughes). |

### Janet Downie

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | Assistant Professor of Classics<br>2014   |
| <b>Tenure Status</b>            | Tenure Track  |
| <b>Education</b>                | 2008: PhD, Classics, University of Chicago  |
| <b>Specialization</b>           | Greek Prose   |
| <b>Languages</b>                | Ancient Greek (4)   |
| <b>Time Dedicated to Europe</b> | 75-100%   |
| <b>Distinctions</b>             | Solmsen Fellowship, Honorific Fellowship Supplement, William G. Bowen Presidential University Preceptor   |
| <b>Experience Overseas</b>      | United Kingdom, Canada  |
| <b>Dissertations</b>            | 4   |
| <b>Courses Taught</b>           | GREK 510: Readings in Greek Literature of the Fourth Century; GREK 767: Greek Rhetoric and Oratory  |
| <b>Recent Publications</b>      | (15) Downie, Janet. "The Geography of Empire in Dionysius' <i>Periegesis</i> : A View from the Aegean." <i>Classical World</i> , vol. 110, no. 2, 2017, pp. 163-186.<br>Downie, Janet. "Palamedes and the Wisdom of India in Philostratus' <i>Life of Apollonius of Tyana</i> ." <i>Mouseion</i> . Volume 13.1 (2016): 65-84.<br>Downie, Janet. "Narrative and Divination: Artemidorus and Aelius Aristides." <i>Archiv für Religionsgeschichte</i> 15.1 (2013): 97-116.<br>Janet, Downie. <i>At the Limits of Art: A Literary Study of Aelius Aristides' Hieroi Logoi</i> . Oxford University Press, 2013.<br>Downie, Janet. "A Pindaric Charioteer: Aelius Aristides and his Divine Literary Editor (Oration 50.45)." <i>Classical Quarterly</i> 59.1 (2009): 263-69. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Eric Downing

Professor of Germanic and Slavic Language and Literature

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1995   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1987: PhD, Comparative Literature, University of California at Berkeley  |
| <b>Pedagogy</b>                 | Performance-based language training: Dey110 Resources and Training Portal.   |
| <b>Specialization</b>           | Classical literary theory, Greek drama, Roman elegy, ancient-modern relations, 19th-century literary realism   |
| <b>Time Dedicated to Europe</b> | 75-100%  |
| <b>Distinctions</b>             | 2015 Distinguished Teaching Award for Post-Baccalaureate Instruction & Mentoring,  |
| <b>Experience Overseas</b>      | Studied at the University of Gottingen, Germany  |
| <b>Dissertations</b>            | 18   |
| <b>Courses Taught</b>           | CMPL 470: Concepts of Tragic; CMPL 841: History of Literary Criticism 1: Classicism; GERM / CMPL 279: Once Upon a Fairy Tale: Fairy Tales and Childhood, Then and Now; GSSL 496: Independent Readings in Germanic and Slavic / East European Studies   |
| <b>Recent Publications</b>      | (6) Downing, Eric. <i>The Chain of Things: Magic, Reading, Sympathy and the Future in German Literature and Thought 1850-1940</i> . Cornell University Press, 2017.<br>Downing, Eric. <i>After Images: Photography, Archaeology, and Psychoanalysis</i> . Wayne State University Press, 2006. 372 pages. |

### Alexander Duncan

Assistant Professor of Classics

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2015  |
| <b>Tenure Status</b>            | Tenure Track  |
| <b>Education</b>                | 2012: PhD, Classics and Humanities, Stanford University   |
| <b>Specialization</b>           | cognition; philosophy and literature; dramatic fragments  |
| <b>Languages</b>                | French (2); German (2); Greek (3); Latin (3)  |
| <b>Time Dedicated to Europe</b> | 75-100%   |
| <b>Distinctions</b>             | 2016 Junior Faculty Research and Study Assignment, University of North Carolina 2015 Virgil C. Aldrich Fellowship, Fall Semester, Tanner Humanities Center  |
| <b>Dissertations</b>            | 4   |
| <b>Courses Taught</b>           | CLAS 89H: Special Topics, Ancient Greek Drama   |
| <b>Recent Publications</b>      | (12) Duncan, Alexander. <i>Brill's Companion to the Reception of Aristophanes</i> . Leiden: Brill. 2016.<br>Duncan, Alexander. <i>Camden House History of German Literature, Volume 9: The Nineteenth Century 1830- 1899</i> , Camden House, 2005. 348 pages. Co-edited with Clayton Koelb. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### **Adnan Džumhur**

Teaching Assistant Professor in BCS

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2010   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | 2014: MA, UNC  |
| <b>Pedagogy</b>                 | Performance-based language training: Dey110 Resources and Training Portal.                         |
| <b>Specialization</b>           | Foreign Language Pedagogy; Second Language Acquisition; Media Studies                              |
| <b>Languages</b>                | Bosnian/Croatian/Serbian (5); German (5); Czech (2)  |
| <b>Time Dedicated to Europe</b> | 75-100%  |
| <b>Courses Taught</b>           | (2) SECR 401: Elementary Bosnian/Serbian/Croatian<br>SECR 402: Elementary Bosnian/Serbian/Croatian |

### **Megan Eagen**

Teaching Assistant Professor of Music

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2017   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | PhD, Musicology, UNC   |
| <b>Specialization</b>           | Intersections of music and religious identity in late-Renaissance Augsburg, Germany, through the lens of psalm motets. |
| <b>Time Dedicated to Europe</b> | 25-50%   |
| <b>Experience Overseas</b>      | UK, Canada, Austria, Belgium, Italy, Czech Republic  |
| <b>Courses Taught</b>           | MUSC 56: First Year Seminar: Early-modern Court Spectacle; MUSC 255: Studies in Music History II, 1750 to Present      |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Bart Ehrman

|                                 |   |
|---------------------------------|---|
|                                 | James A. Gray Distinguished Professor of Religious Studies  |
| <b>Appointment</b>              | 1988  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1985: PhD, Theological Seminary, Princeton University   |
| <b>Pedagogy</b>                 | Performance-based language training: Dey110 Resources and Training Portal.  |
| <b>Specialization</b>           | History of Early Christianity, Early Christian Apocrypha  |
| <b>Languages</b>                | Coptic (2); French (3); German (3); Greek (3); Hebrew (1); Latin (2); Syriac (2)  |
| <b>Time Dedicated to Europe</b> | 50-75%  |
| <b>Distinctions</b>             | John Williams Pop Center Spirit of Inquiry Teaching Award, Bowman and Gordon Gray Professorship,  |
| <b>Dissertations</b>            | 6   |
| <b>Experience Overseas</b>      | Israel  |
| <b>Courses Taught</b>           | GREK 409: Greek New Testament   |
| <b>Recent Publications</b>      | (10) Ehrman, Bart. <i>Jesus Before the Gospels: How the Earliest Christians Remembered, Changed, &amp; Invented Their Stories of the Savior</i> . HarperOne, 2016.<br>Ehrman, Bart. <i>Forgery and Counterforgery: The Use of Literary Deceit in Early Christian Polemics</i> . New York: Oxford University Press, 2013.<br>Ehrman, Bart. <i>Jesus Interrupted: Revealing the Hidden Contradictions in the Bible (and Why We Don't Know about Them)</i> . San Francisco: HarperOne, 2009. |

### Doria El Kerdany

|                                 |  |
|---------------------------------|--|
|                                 | Teaching Assistant Professor of Arabic   |
| <b>Appointment</b>              | 2009   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | 2007: MA TAFL, Teaching Arabic to Non-Arabic Speakers, American University   |
| <b>Pedagogy</b>                 | American Council on the Teaching of Foreign Languages Training   |
| <b>Specialization</b>           | Teaching Arabic  |
| <b>Languages</b>                | Arabic Egyptian (5), Arabic, Modern Standard (5), Arabic, North Levantine (5), Arabic, South Levantine (5)   |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Experience Overseas</b>      | Egypt (country of origin)  |
| <b>Courses Taught</b>           | ARAB 203: Intermediate Arabic I; ARAB 408: Reading Arabic II   |
| <b>Recent Publications</b>      | (2) El Kerdany, Doria. <i>Stories of Cats</i> . Dar El Thaqafa El Gadidah Publishing House. 2015.<br>El Kerdany, Doria. <i>Rimal Naaema</i> . Dar El Thaqafa El Gadidah Publishing House. 2011 |



## Appendix 1: Curriculum Vitae and Position Descriptions

### Douglas Elvers

Adjunct Professor of the Kenan-Flagler Business School

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 1968  |
| <b>Tenure Status</b>            | Not Tenure Track  |
| <b>Education</b>                | 1969: PhD, Business Administration, University of Michigan  |
| <b>Specialization</b>           | International business; production/operations management scheduling; project management   |
| <b>Languages</b>                | Spanish (1); German (3)   |
| <b>Time Dedicated to Europe</b> | 75-100%   |
| <b>Distinctions</b>             | UNC Tanner Award for Excellence in Teaching in the Undergraduate Program (2000)   |
| <b>Experience Overseas</b>      | Austria, Germany, South Africa  |
| <b>Courses Taught</b>           | BUSI 610: Global Environment of Business  |
| <b>Recent Publications</b>      | (1) Elvers, Douglas and Treleven, Mark. "An Investigation of Labor Assignment Rules in a Dual-constrained Job Shop." <i>Journal of Operations Management</i> . V 6. Issue 1. (1985). 51-68. |

### Marisa Escolar

Assistant Professor of Italian

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2013   |
| <b>Tenure Status</b>            | Tenure Track   |
| <b>Education</b>                | 2011: PhD, Italian Studies, University of California at Berkley  |
| <b>Specialization</b>           | Modern and contemporary literature and translation studies   |
| <b>Languages</b>                | Italian (4)  |
| <b>Time Dedicated to Europe</b> | 75-100%  |
| <b>Distinctions</b>             | Prize for Excellence in Italian Graduate Studies   |
| <b>Dissertations</b>            | 3  |
| <b>Courses Taught</b>           | ITAL 335: Themes in Italian Film; ITAL 382: The Modern Italian Novel; ITAL 398: Undergraduate Seminar in Italian; ITAL 830: Seminar  |
| <b>Recent Publications</b>      | (3) Escolar, Marisa. "At War: Spaces of Conflict (1870-2015)." <i>Special Issue of Romance Notes</i> , Edited by Jessica Tanner, vol. 55, no. 3, 2015.<br>Escolar, Marisa. "Censorship and Desire in Matilde Serao's La Mano Tagliata and Alessandro Manzoni's I Promessi Sposi." <i>The Fired Within: Desire in Modern and Contemporary Italian Literature</i> , edited by Elena Borelli, Cambridge Scholars Publishing, 2014, pp. 110–127.<br>Escolar, Marisa. "Sleights of Hand: Black Skin and Curzio Malaparte's Le pelle." <i>California Italian Studies</i> . 2012.<br>Escolar, Marisa. "L'Innocente and The Victim: D'Annunzio's Infidelities and Translations." <i>Arena Romanistica</i> . Univeristy of Bergen. Vol. 10. 2012. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Bruno Estigarribia

Assistant Professor, Associate Chair of the Department of Romance Studies

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2011  |
| <b>Tenure Status</b>            | Tenure Track  |
| <b>Education</b>                | 2007: PhD, Language Acquisition/Linguistics, Stanford University  |
| <b>Pedagogy</b>                 | Performance-based language training: Dey110 Resources and Training Portal.  |
| <b>Specialization</b>           | Spanish phonetics and phonology; language acquisition of Spanish; grammatical structures of Spanish   |
| <b>Languages</b>                | Arabic (4), Moroccan (1), Dutch (Flemish) (3), French (5), Greek (2), Guarani (2), Italian (2), Norwegian (2), Spanish (5), Turkish (4)   |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Distinctions</b>             | Center for Global Initiatives Conference Presentation Award. 2014.  |
| <b>Experience Overseas</b>      | Argentina (country of origin), France   |
| <b>Dissertations</b>            | 1   |
| <b>Courses Taught</b>           | LING / SPAN 377: Grammatical Structure of Spanish   |
| <b>Recent Publications</b>      | (17) Becker, Misha, and Estigarribia, Bruno. "Harder Words: Learning Abstract Verbs with Opaque Syntax." <i>Language Learning and Development</i> , vol. 9, no. 3, 2013, pp. 211–244. |

### Annegret Fauser

Cary C. Boshamer Distinguished Professor of Music

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2001   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1992: PhD, Musicology, University of Bonn  |
| <b>Specialization</b>           | Classical literary theory, Greek drama, Roman elegy, ancient-modern relations, 19th-century literary realism   |
| <b>Languages</b>                | German (5), French (5), Latin (2), Italian (1)   |
| <b>Time Dedicated to Europe</b> | 75-100%  |
| <b>Distinctions</b>             | 2014 Music in American Culture Award   |
| <b>Experience Overseas</b>      | Germany (country of origin), France, UK, Australia.  |
| <b>Dissertations</b>            | 14   |
| <b>Courses Taught</b>           | MUSC 142: Great Musical Works  |
| <b>Recent Publications</b>      | (17) In the Shadow of Beethoven: Musical Universalism and Transnational Scholarship in the 1920s, in progress.<br>Fauser, Annegret. "The Scholar behind the Medal: Edward J. Dent (1876–1957) and the Politics of Music History." <i>Journal of the Royal Musical Association</i> , vol. 139, pp. 235–60, 2009.<br>Fauser, Annegret. <i>Music, Theater, and Cultural Transfer: Paris, 1830-1914</i> . Edited by Annegret Fauser and Mark Everist. University of Chicago Press, 2009. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Gregory Flaxman

Associate Professor of English and Comparative Literature

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2005   |
| <b>Tenure Status</b>            | Tenure Track   |
| <b>Education</b>                | 2003: PhD, Comparative Literature, University of Pennsylvania  |
| <b>Specialization</b>           | Relationships between cinema and literature  |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | Australian Research Council Grant for Film/Philosophy;<br>John Hope Franklin Foundation Fellowship   |
| <b>Experience Overseas</b>      | Australia, Canada  |
| <b>Dissertations</b>            | 2  |
| <b>Courses Taught</b>           | Rebels; CMPL 143: Global Cinema; ENGL 142: film Analysis; ENGL 840: Victorian Literature and Poetry; ENGL 861: Seminar in Literary and Cultural Theory: Disenchantment, Fantasy: Language, Order, and Action   |
| <b>Recent Publications</b>      | (7) Flaxman, Gregory. <i>Gilles Deleuze and the Fabulation of Philosophy: Powers of the False</i> , Volume I. University of Minnesota Press 2010.<br>Flaxman, Gregory. "The Subject of Chaos" in <i>Deleuze, Science, and the Force of the Virtual</i> , ed. Peter Gaffney. University of Minnesota Press, 2010. |

### Mary Floyd-Wilson

Bowman and Gordon Gray Distinguished Term Professor of English and Comparative Literature

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2002  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1996: PhD, English, UNC   |
| <b>Specialization</b>           | English Literature from 1485 to 1660  |
| <b>Time Dedicated to Europe</b> | 50-75%  |
| <b>Distinctions</b>             | Fellow at the National Humanities Center, Research Triangle Park  |
| <b>Experience Overseas</b>      | Warwick   |
| <b>Dissertations</b>            | 8   |
| <b>Courses Taught</b>           | ENGL 226: Renaissance Drama   |
| <b>Recent Publications</b>      | (14) Floyd-Wilson, Mary. "The Body and Emotions." <i>Shakespeare in Our Time</i> , edited by Callaghan, Dymphna and Gossett, Suzanne, Bloomsbury Publishing, 2016.<br>Floyd-Wilson, Mary, et al. "'Angry Mab with Blisters Plague:' The Pre-Modern Science of Contagion in Romeo and Juliet." <i>The Palgrave Handbook of Early Modern Literature and Science</i> , Palgrave Macmillan UK, 2017.<br>Floyd-Wilson, Mary. <i>Environment and Embodiment in Early Modern England</i> . Co-editor with Garrett A. Sullivan, Jr. Palgrave Macmillan, 2007. 213 pp. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Bruce Fried

Professor and Director of Health Policy and Management

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 1991  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1984: PhD, Health Policy and Administration, UNC  |
| <b>Specialization</b>           | Healthcare Workforce & Human Resources Management, Globalization and Health, Global Health Systems, Mental Health Services & Policy.  |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Distinctions</b>             | Recently Chair of the Academy of Management Healthcare Management Division; Winner of Best Reviewer, Eastern Europe, Asia, Africa, and Latin America.   |
| <b>Experience Overseas</b>      |   |
| <b>Dissertations</b>            | 12  |
| <b>Courses Taught</b>           | HPM 660: International and Comparative Health Systems; HPM / MHCH 664: Globalization and Health   |
| <b>Recent Publications</b>      | (3) Fried, Bruce, and Laura M. Gaydos. "World Health Systems: Challenges and Perspectives." Second edition. <i>Health Administration Press</i> , 2012.<br>Fried, Bruce; Bhat, Anita; Callahan, Leigh; Dealt, Darren; Rangachari, Pavani; Seol, Yoon; Zimmer, Catherine. "Associations between low literacy and health status measures: Cross-sectional analyses of two physical activity trials." <i>Journal of Health Communication</i> . 230-245. 2012. |

### Maggie Fritz-Morkin

Assistant Professor of Italian

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2016  |
| <b>Education</b>                | 2016: PhD, Italian Literature, University of Chicago  |
| <b>Pedagogy</b>                 | Performance-based language training: Dey110 Resources and Training Portal.  |
| <b>Specialization</b>           | Medieval Italian literature; Research interests in rhetoric, the history of manners, urban studies, and the rhetoric of medieval science.   |
| <b>Languages</b>                | Italian (5)   |
| <b>Time Dedicated to Europe</b> | 100%  |
| <b>Courses Taught</b>           | ITAL 240: Dante in English Translation; ITAL 310: Italian Conversation; ITAL 346: Women Writers in Early Modern Italy; ITAL 731: Dante I  |
| <b>Recent Publications</b>      | (4) Fritz-Morkin, Maggie. "Dante's Blood Elegies," <i>Dante Studies</i> 135 (2017): 107-135.<br>Fritz-Morkin, Maggie. "Andreuccio at the Well: Sanitation Infrastructure and Civic Values in Decameron II,5," <i>Heliotropia 700/10: A Boccaccio Anniversary Volume</i> , ed. Michael Papio. Milan: Edizioni Universitari di Lettere Economia Diritto. 2013. 49-59. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Patricia Fuentes Lima

Teaching Assistant Professor in Portuguese

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2008  |
| <b>Tenure Status</b>            | Not Tenure Track  |
| <b>Education</b>                | 2008: PhD, Romance Languages and Literatures, UNC   |
| <b>Pedagogy</b>                 | American Council on the Teaching of Foreign Languages Training  |
| <b>Specialization</b>           | Luso-Brazilian Literature and Culture; Film Studies, Music and Creative Writing   |
| <b>Languages</b>                | Portuguese (5), Spanish (3), Swedish (2)  |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Distinctions</b>             | Honorary member of Fraternitatis Honorificae  |
| <b>Experience Overseas</b>      | Brazil  |
| <b>Courses Taught</b>           | PORT 101: Elementary Portuguese; PORT 203: Intermediate Portuguese; PORT 323: Cultures of Brazil, Portugal, and Portuguese Africa             |
| <b>Recent Publications</b>      | (7) Fuentes Lima, Patricia. "Mil Tons De Vida: a Cor e o Som Do Cinema De Língua Portuguesa." <i>Verbo Des Minas</i> , vol. 18, no. 31, 2017. |

### Nina Furry

Teaching Professor of Romance Studies

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1989   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | 1990: PhD, French, University of Texas   |
| <b>Pedagogy</b>                 | Performance-based language training: Dey110 Resources and Training Portal.   |
| <b>Specialization</b>           | Second Language Acquisition, Foreign Language Pedagogy, Reading in Foreign Language, French and Francophone culture  |
| <b>Languages</b>                | French (5)   |
| <b>Time Dedicated to Europe</b> | 50-100%  |
| <b>Distinctions</b>             | Cyber funded Business French Training, McGill University, Montreal, June, 1999 -Scholarship Ambassade française B.C.L.E  |
| <b>Experience Overseas</b>      | France   |
| <b>Courses Taught</b>           | FREN 101: Elementary French; FREN / LING 565: French Phonetics and Phonology   |
| <b>Recent Publications</b>      | (8) French 101 Course Pack and online audio/homework program for FREN 101, in progress for Fall 2017, 90 pages.<br>Furry, Nina. <i>Mentoring: a crucial part of the pedagogical training of novice foreign language teachers</i> . Published in conference proceedings of UNM Mentoring Conference, October, 2015. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Gregory Gangi

Director, UNC Institute for the Environment

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1990   |
| <b>Tenure Status</b>            | Tenure Track   |
| <b>Education</b>                | 1990: PhD, Ecology, UNC  |
| <b>Specialization</b>           | Experiential education; conservation and environmental policy, relationship between environment and society. |
| <b>Languages</b>                | German (3)   |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Courses Taught</b>           | ENST 259, Coral Reef Ecology and Management; ENST 225H, Water Resource Management and Human Rights.          |

### Daniel Gitterman

Thomas Willis Lambeth Distinguished Chair in Public Policy

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2000   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1998: PhD, Political Science, Brown University   |
| <b>Specialization</b>           | Globalization and labor standards  |
| <b>Time Dedicated to Europe</b> | 50-75%   |
| <b>Distinctions</b>             | 2015 Chairs Leadership Fellow, Institute of Arts & Humanities; 2010 Senior Advisor to the Office of the Governor, North Carolina; 2012 Fellow for the Global Research Institute; 2012 Order of the Long Leaf Pine; 2011 UNC Global Research Institute Award; 2008 John L. Sanders Award for Excellence in Undergraduate Teaching & Service; 2004 Lola Spencer & Simpson Bobo Tanner Award for Excellence in Undergraduate Teaching<br>2012- Senior Fellow, Global Research Institute (GRI), UNC  |
| <b>Dissertations</b>            | 12   |
| <b>Courses Taught</b>           | PLCY 352H: Domestic Policy and International Affairs   |
| <b>Recent Publications</b>      | (9) Gitterman, D.P. "Boosting the Pay Packets of Low and Middle income Families," <i>The Squeezed Middle: The Pressures on Ordinary Workers in America and Britain</i> . University of Chicago and the Policy Press. 2013.<br>Gitterman, Daniel. "A Race to the Bottom, A Race to the Top of the March to a Minimum Floor? Economic Integration and Labor Standards in Comparative Perspective," Eds. Kagan, R. and Vogel, D. <i>Dynamics of Regulatory Change: How Globalization Affects National Regulatory Policies</i> . University of California Press. 331-70. 2004.<br>Gitterman, Daniel. "European Integration and Labor Market Cooperation: A Comparative Regional Perspective." <i>Journal of European Social Policy</i> , vol. 13, no. 2, 2003, pp. 99-120. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Banu Gökarıksel

Associate Professor of Geography

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2005   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 2003: PhD, Cultural Geography, University of Washington  |
| <b>Specialization</b>           | Globalization; modernity and transnational economic and cultural formations; gender and feminism; Muslim fashions  |
| <b>Languages</b>                | Indonesian (1), Modern Turkish (5)   |
| <b>Time Dedicated to Europe</b> | 25-50%   |
| <b>Distinctions</b>             | UNC Chapman Family Teaching Award (2017, \$10,000), UNC Faculty Mentoring Award, the Carolina Women's Leadership Council, 2011 (nomination).   |
| <b>Courses Taught</b>           | (3) GEOG 448: Transnational Geographies of Muslim Societies; GEOG 123: Cultural Geography; GEOG 804: Research Seminar in Cultural Geography  |
| <b>Recent Publications</b>      | (9) Sara Smith, Nathan Swanson, and Banu Gökarıksel. "Introduction: Territory, Bodies, and Borders." <i>Royal Geographical Society</i> , vol. 48, no. 3, 2016.<br>Banu Gökarıksel and Anna Secor. "The Veil, Desire, and the Gaze: Turning the Inside Out." <i>Signs: Journal of Women in Culture and Society</i> , vol. 40, no. 1, 2014, pp. 177-200. |

### Irene Gomes-Castellano

Associate Professor in Spanish

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2008  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 2008: PhD, Spanish Literature, University of Virginia   |
| <b>Pedagogy</b>                 | ACTFL Training  |
| <b>Specialization</b>           | Literature and the arts in 18th-century Spain; The 19th-century Spanish novel   |
| <b>Languages</b>                | Spanish (5), French (1), Catalan-Valencian-Balear (4)   |
| <b>Time Dedicated to Europe</b> | 75-100%   |
| <b>Distinctions</b>             | Winner of the 2015 Premio Victoria Urbano de Creación awarded by the Asociación Internacional de Literatura y Cultura Femenina Hispánica, best creative work, all genres.   |
| <b>Experience Overseas</b>      | Spain (country of origin)   |
| <b>Dissertations</b>            | 5   |
| <b>Courses Taught</b>           | (1) SPAN 380: Studies in Spanish Drama  |
| <b>Recent Publications</b>      | (9) Gomez-Castellano, Irene. <i>Natacion</i> . Leiden: Bokeh/Almenara, 2015.<br>Gomez-Castellano, Irene. <i>Dictatorships in the Hispanic World: Transatlantic and Transnational Perspectives</i> , edited by. Patricia Swier and Julia Riordan, Lanham: Rowman & Littlefield Publishing Group, 2013. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Luis Gomez

Teaching Associate Professor in Spanish and Portuguese

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2003   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | 2001: PhD, Spanish, Florida International University   |
| <b>Pedagogy</b>                 | Performance-based language training: Dey110 Resources and Training Portal.   |
| <b>Languages</b>                | Spanish (5); Portuguese (5); Hebrew (1); French (1); Italian (1)   |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | SUTASA, Student Undergraduate Teaching & Staff Award<br>UNC  |
| <b>Experience Overseas</b>      | Cuba (country of origin), Spain  |
| <b>Courses Taught</b>           | SPAN 394: Creative Writing in Spanish  |
| <b>Recent Publications</b>      | (2) Gomez, Luis. <i>Island so Sweet and Other Stories: Cuban Short stories from the Diaspora</i> . Letras Cubanas, Havana. 2002.<br>Gomez, Luis. <i>Where the Sun is More Red</i> . La Torre De Papel. 1994. |

### Juan Gonzalez-Espitia

Associate Professor of Spanish

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2003   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 2002: PhD, Hispanic Literature, Cornell University   |
| <b>Specialization</b>           | Nineteenth-century Spanish-American literature;<br>Contemporary Spanish-American literature; Discourses of crime and sickness in the nineteenth century;   |
| <b>Languages</b>                | Latin (2), Spanish (5), French (2)   |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | 2013 Reynolds Senior Faculty Research and Scholarly Leave; 2015 <i>Premio Victoria Urbano de Creación</i> awarded by the Asociación Internacional de Literatura y Cultura Femenina Hispánica to the best creative work in all genres |
| <b>Experience Overseas</b>      | Colombia (country of origin)   |
| <b>Dissertations</b>            | 8  |
| <b>Courses Taught</b>           | (1) SPAN 381: Studies in Spanish and Spanish American Poetry   |
| <b>Recent Publications</b>      | (4) Gonzalez-Espitia, Juan. "Vargas Vila, intelectual." <i>Revista Iberoamericana</i> , vol. 81, no. 252. 2015, pp. 805-26.  |



## Appendix 1: Curriculum Vitae and Position Descriptions

### Owen Goslin

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | Assistant Professor of Classics<br>2008   |
| <b>Tenure Status</b>            | Tenure Track  |
| <b>Education</b>                | 2006: PhD, Classics, University of California: Los Angeles  |
| <b>Pedagogy</b>                 | Performance-based language training: Dey110 Resources and Training Portal.  |
| <b>Specialization</b>           | Greek tragedy, Rhetoric, Hellenistic Poetry, Greek Athletics  |
| <b>Languages</b>                | Greek (4)   |
| <b>Time Dedicated to Europe</b> | 25-50%  |
| <b>Distinctions</b>             | Chancellor's Dissertation Year Fellowship, Institute for the Arts and Humanities Faculty Fellowship   |
| <b>Courses Taught</b>           | (4) GREK 101: Elementary Classical Greek I; GREK 102: Elementary Classical Greek II; GREK 203: Intermediate Classical Greek II; GREK 222: Advanced Classical Greek II   |
| <b>Recent Publications</b>      | (5) Goslin, Owen. "The Contradictions of Freedom in Euripides" <i>Children of Heracles</i> , Classical Association of the Middle West and South, Grand Rapids. 2011.<br>Goslin, Owen. "Paternity and Ideology in Sophocles" <i>Oedipus at Colonus</i> , American Philological Association, Anaheim. 2010. |

### Clark Gray

|                                 |  |
|---------------------------------|--|
|                                 | Associate Professor of Geography<br>2011   |
| <b>Appointment</b>              | 2011   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 2008: PhD, Geography, UNC  |
| <b>Specialization</b>           | Household well-being and environmental change in the developing world  |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | Research Excellence Award; Nystrom Dissertation Award  |
| <b>Courses Taught</b>           | (2) GEOG 451: Population, Development and the Environment; PWAD 490: International Terror and Comparative Reg. Studies   |
| <b>Recent Publications</b>      | (23) Jennings, J., and C. Gray. "Climate and marriage in the Netherlands, 1871-1937." <i>Population and Environment</i> , no. 3, 2017, pp. 242-260.<br>Gray, C., and E. Wise. "Country-specific effects of climate variability on human migration." <i>Climatic Change</i> vol. 135, no. 3, 2016, pp. 555-568.<br>Jennings, J., and C. Gray. "Climate variability and human migration in the Netherlands, 1865-1937." <i>Population and Environment</i> , vol. 36, no. 3, 2015, pp. 255-278. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Luca Grillo

Associate Professor and Junior Kenan Scholar of Classics

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2013  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 2008: PhD, Classics, Princeton University   |
| <b>Specialization</b>           | Latin and Greek Language and Literature; Historiography and Rhetoric; Roman History; Augustan Poetry  |
| <b>Languages</b>                | Italian (5)   |
| <b>Time Dedicated to Europe</b> | 75-100%   |
| <b>Distinctions</b>             | 2017 Grant from King's College in London; 2016 Academic Excellence Award from the Institute for the Arts and Humanities; 2013 Mellon Grant for Experimental Tutorials; 2011 Amherst College Grant for Copeland Colloquium                                   |
| <b>Experience Overseas</b>      | Italy (country of origin)   |
| <b>Dissertations</b>            | 6   |
| <b>Courses Taught</b>           | (4) CLAS 63: The Politics of Persuasion in the Ancient and Modern Worlds; CLAS 122 / 122H: The Romans; LATN 222: Cicero: The Man and His Times; LATN 710: Intro to Latin Composition  |
| <b>Recent Publications</b>      | (15) Grillo, Luca. <i>The Art of Caesar's Bellum Civile: Literature, Ideology, and Community</i> . Cambridge University Press 2012.<br>Luca, Grillo. 'Leaving Troy and Creusa: Reflections on Aeneas' Flight,' <i>Classical Journal</i> 106.1: 43-68, 2010. |

### Lawrence Grossberg

Morris Davis Distinguished Professor of Communication Studies and Cultural Studies

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1994   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1976: PhD, Communications Research, University of Illinois at Urbana-Champaign   |
| <b>Specialization</b>           | Cultural studies; Continental philosophy and cultural theory; Political culture,   |
| <b>Time Dedicated to Europe</b> | 25-50%   |
| <b>Distinctions</b>             | Visiting Distinguished Professor, English Literature, Yonsei University, Seoul Korea, January 2015   |
| <b>Courses Taught</b>           | (4) COMM 412: Critical Theory; COMM 703: Communication and the Political; COMM 750: Cultural Studies; COMM 855: Seminar in Cultural Studies  |
| <b>Recent Publications</b>      | (29) Grossberg, Lawrence. "A proposito de Stuart Hall: Furia contra la muerte de una luz: Stuart Hall (1932-2014)." <i>El Ciudadano online</i> , 2014.<br>Grossberg, Lawrence. <i>Stuart Hall: Sin Garantias</i> . Edited by Eduardo Restrepo, Victor Vid and Catherine Walsh, Instituto de Estudios Peruanos, 2010. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Suzanne Gulledge

Clinical Professor of Teacher Education Curriculum and Instruction

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 1999  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1983: PhD, Curriculum and Instruction, Duke University  |
| <b>Specialization</b>           | Curriculum and Instruction, Social Studies Education.   |
| <b>Languages</b>                | French (2)  |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Distinctions</b>             | Visiting Distinguished Professor, English Literature,<br>Yonsei University, Seoul Korea, January 2015   |
| <b>Experience Overseas</b>      | China   |
| <b>Dissertations</b>            | 12  |
| <b>Courses Taught</b>           | (1) EDUC 564: Teaching Social Sciences in the Middle<br>Grades  |
| <b>Recent Publications</b>      | (4) Gulledge, Suzanne. "The Middle School and Global<br>Perspectives." <i>North Carolina Middle School Journal</i> .<br>2010.<br>Gulledge, Suzanne. "Preparing Young Adolescents for<br>Global Citizenship." <i>Journal of International Social<br/>Studies</i> . 2009.<br>Gulledge, Suzanne. "Global Education as Good Pedagogy."<br><i>Learn NC Journal</i> . 2007.<br>Galassi, J.P. & Gulledge, S.A. <i>Advisory: Definitions,<br/>Descriptions, Decisions, Directions. Monograph</i> , National<br>Middle School Association. 1998. |

### Letitia Guran

Teaching Assistant Professor of Romanian

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2018  |
| <b>Tenure Status</b>            | Not Tenure Track  |
| <b>Education</b>                | 2005: PhD, Comparative Literature, University of Georgia  |
| <b>Specialization</b>           | Romanian, Eastern European Studies  |
| <b>Languages</b>                | Romanian (5)  |
| <b>Time Dedicated to Europe</b> | 75-100%   |
| <b>Distinctions</b>             | Fulbright Grant; Rutledge Prize; Dean's Award for<br>Research in the Arts and Humanities; Excellence in<br>Teaching Award; Outstanding Teaching Award   |
| <b>Courses Taught</b>           | (1) ROML 870: Minor Romance Tongues (Romanian)  |
| <b>Recent Publications</b>      | (6) Guran, Letitia. "The Travelogue as Cross-Cultural<br>Translation: Langston Hughes in Soviet Russia". <i>South<br/>Atlantic Review</i> 83.1. 2018, p. 42-70.<br>Guran, Letitia. "Aesthetics: a Modus Vivendi in East<br>Central Europe?" <i>State of Ideas</i> . Eds. Costica Bradatan and<br>Serguei Oushakine. University of Kentucky Press, 2010.<br>60-86. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Karen Hagemann

James G. Kenan Distinguished Professor of History and Adjunct Professor of the  
Curriculum in Peace, War and Defense

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2005   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1989: PhD, History, University of Hamburg  |
| <b>Specialization</b>           | Modern German and European history   |
| <b>Languages</b>                | German (5), French (2)   |
| <b>Time Dedicated to Europe</b> | 75-100%  |
| <b>Distinctions</b>             | January 2017: Hans Rosenberg Book Prize of the<br>Central European History Society for the best book in<br>Central European history in 2015  |
| <b>Dissertations</b>            | 7  |
| <b>Courses Taught</b>           | (4) EURO/HIST 252: Politics, Society and Culture in<br>Modern Germany (1971-1945); EURO/HIST 259:<br>Towards Emancipation? Women in Modern Europe; EURO<br>347: Fascist Challenge in Europe, 1918-1945; HIST 72H:<br>Women's Voices: European History in Female Memory |
| <b>Recent Publications</b>      | (26) Hagemann, Karen. "Gleichberechtigt? Frauen in der<br>bundesdeutschen Geschichtswissenschaft." <i>Zeithistorische<br/>Forschungen</i> , no. 1, 2016, pp. 108-135.  |

### Donald Haggis

Cassas Professor of Greek Studies, Professor of Classical Archaeology

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 1993  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1992: PhD, Classical Studies, University of Minnesota   |
| <b>Specialization</b>           | Greek archaeology, Aegean prehistory, early state societies   |
| <b>Languages</b>                | Latin (2); French (1); German (1); Greek (3)  |
| <b>Time Dedicated to Europe</b> | 75-100%   |
| <b>Distinctions</b>             | Best Practices in Site Preservation Award, 2012;<br>Archaeological Institute of America   |
| <b>Experience Overseas</b>      | Greece  |
| <b>Dissertations</b>            | 24  |
| <b>Courses Taught</b>           | (4) ARTH/CLAR 262: Classical Greek Art; CLAR 120:<br>Ancient Cities (includes Roman Empire); CLAR 243:<br>Minoans and Mycenaeans: The Archaeology of Bronze<br>Age Greece; CLAR 782: Archaeology of Dark Age Greece   |
| <b>Recent Publications</b>      | (14) Haggis, Donald. "Final Remarks: Some Comments on<br>the Late Prepalatial-Protopalatial Cemetery and the Late<br>Minoan IIIC Settlement of Petras Kephala," <i>Petras: The<br/>Pre- and Proto-palatial Cemetery in Context, Monographs<br/>of the Danish Institute at Athens</i> , Volume 21, edited by M.<br>Tsipopoulou, Aarhus: Aarhus University Press, 2017, pp.<br>425-435. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Elizabeth Havice

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | Assistant Professor of Geography<br>2011  |
| <b>Tenure Status</b>            | Tenure Track  |
| <b>Education</b>                | 2009: PhD, Environmental Science and Policy<br>Management, University of California-Berkeley  |
| <b>Specialization</b>           | Intersection of Agrarian Political Economy  |
| <b>Languages</b>                | Spanish (4)   |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Distinctions</b>             | Outstanding Graduate Student Instructor, University of<br>California-Berkeley   |
| <b>Experience Overseas</b>      | Polynesia, Thailand, Ecuador, Galapagos   |
| <b>Dissertations</b>            | 4   |
| <b>Courses Taught</b>           | (2) GEOG 435: Environmental Politics; GEOG 460:<br>Geographies of Economic Change   |
| <b>Recent Publications</b>      | (9) Havice, E. "Unsettled sovereignty and the sea:<br>Mobilities and more-than-territorial configurations of state<br>power." <i>Annals of the American Association of<br/>Geographers</i> . 2018.<br>Havice, E. "The global environmental politics and political<br>economy of seafood systems." <i>Global Environmental<br/>Politics</i> . 72-92. 2018.<br>Havice, E. "Where chain and environmental governance<br>meet: Inter-firm strategies in the canned tuna global value<br>chain." <i>Economic Geography</i> . 2017. |

### Didem Havlioglu

|                                 |  |
|---------------------------------|--|
|                                 | Teaching Assistant Professor of Turkish  |
| <b>Appointment</b>              | 2015   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | 2008: PhD, Turkish, University of Washington   |
| <b>Pedagogy</b>                 | Performance-based language training: Dey110 Resources<br>and Training Portal.  |
| <b>Languages</b>                | Turkish (5)  |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Experience Overseas</b>      | Turkey   |
| <b>Courses Taught</b>           | (4) TURK 101: Elementary Turkish I; TURK 102:<br>Elementary Turkish II; TURK 203: Intermediate Turkish I;<br>TURK 204: Intermediate Turkish II   |
| <b>Recent Publications</b>      | (6) Havlioglu, Didem. <i>Mihri Hatun: Performance, Gender-<br/>Bending, and Subversion in Ottoman intellectual History</i> .<br>Syracuse University Press. 2017.<br>Havlioglu, Didem. "On the margins and between the lines:<br>Ottoman women poets from the fifteenth to the twentieth<br>centuries." <i>Turkish Historical Review</i> , vol. 1 no. 1 2010,<br>pp. 25-54. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Dorothea Heitsch

Teaching Associate Professor of French, Romance Studies

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2007   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | 1997: PhD, Comparative Literature, University of Washington-Seattle  |
| <b>Specialization</b>           | Early Modern Studies   |
| <b>Languages</b>                | Spanish (2); Latin (3); French (5); Frisian (3); German (5); Italian (3); Greek (1); Arabic (1)  |
| <b>Time Dedicated to Europe</b> | 25-50%   |
| <b>Distinctions</b>             | 2016 Chapman Family Teaching Award for distinguished undergraduate teaching; Publication Prize Committee for Works by independent Scholars, Modern Language Association; Chapter Founder and Moderator for the National French Honor Society |
| <b>Experience Overseas</b>      | France, Germany  |
| <b>Dissertations</b>            | 5  |
| <b>Courses Taught</b>           | (3) FREN 312: French University Methodology Through Literature; FREN 382: Visual Francophone Studies; FREN 994: Doctoral Research and Dissertation   |
| <b>Recent Publications</b>      | (10) Heitsch, Dorothea. <i>Writing as Medication in Early Modern France: Literary Consciousness and Medical Culture</i> . Universitätsverlag Winter Heidelberg, 2017.  |

### Thomas Hill

Professor of Philosophy

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1984   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1966: PhD, Philosophy, Harvard University  |
| <b>Specialization</b>           | Ethics, History of Ethics, Political Philosophy, Kant  |
| <b>Languages</b>                | German (2), French (1)   |
| <b>Time Dedicated to Europe</b> | 50-75%   |
| <b>Distinctions</b>             | UNC Mentor Award for Lifetime Achievement for 2014   |
| <b>Experience Overseas</b>      | England, Germany, Norway, Canada, and Austria.   |
| <b>Dissertations</b>            | 2  |
| <b>Courses Taught</b>           | (3) PHIL 66: Ethics: Theoretical and Practical; PHIL 163H: Practical Ethics; PHIL 360 / 360H: History of Ethics (Strong Emphasis on European Philosophers)   |
| <b>Recent Publications</b>      | (14) Hill, Thomas. "Human Dignity and Tragic Choices," <i>Proceedings and Addresses of the American Philosophical Association</i> , Presidential Address (Eastern Division), 2016.<br>Hill, Thomas. "Rational Foundations of Human Dignity in Kantian Approaches." <i>The Cambridge Handbook of Human Dignity</i> , edited by Marcus Düewell, Jens Braarvig, Roger Brownsword, and Dietmar Mieth. Cambridge University Press, Ch. 22, 2014, pp. 215-221. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### **Tobias Hof**

|                                 |  |
|---------------------------------|--|
|                                 | DAAD Visiting Professor  |
| <b>Appointment</b>              | 2014   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | 2009: PhD, Modern European History, Ludwig-Maximilians University Munich   |
| <b>Specialization</b>           | European History   |
| <b>Languages</b>                | German (5)   |
| <b>Time Dedicated to Europe</b> | 100%   |
| <b>Distinctions</b>             | Best article of the Vierteljahrshefte für Zeitgeschichte in 2012 for 'Die Tagebücher von Galeazzo Ciano'   |
| <b>Experience Overseas</b>      | Germany (country of origin)  |
| <b>Courses Taught</b>           | (3) HIST 258: Modern Italy Since 1848; HIST 345: Comparative strategies of Empire; HIST 347: Fascist Challenge in Europe, 1918-1945  |
| <b>Recent Publications</b>      | (8) Hof, Tobias. "The Success of Italian Anti-Terrorism-Policy", <i>An International History of Terrorism: Western and non-Western experiences</i> , London New York 2013, pp. 100- 114<br>Hof, Tobias. "Vom italienischen „Robin Hood“ zum Staatsfeind Nr. 1 – Die Entwicklung der linksterroristischen Gruppe Brigade Rosse." <i>Italien, Österreich und die Bundesrepublik Deutschland in Europa</i> , Wien Köln Weimar 2011, pp. 405-429 |

### **Liesbet Hooghe**

|                                 |  |
|---------------------------------|--|
|                                 | W. R. Kenan Distinguished Professor of Political Science   |
| <b>Appointment</b>              | 2000   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1989: PhD, Political Science, University of Leuven   |
| <b>Specialization</b>           | Comparative politics; European Union   |
| <b>Languages</b>                | Flemish Dutch (5), German (3), French (3)  |
| <b>Time Dedicated to Europe</b> | 50-75%   |
| <b>Distinctions</b>             | 2016 Fellow at Robert Schuman Centre; Elected Fellow of the Flemish Royal Academy of the Arts and Sciences; Fulbright-Hays Research Fellow; A. von Humboldt Research Fellowship  |
| <b>Experience Overseas</b>      | Germany, France, Netherlands   |
| <b>Dissertations</b>            | 13   |
| <b>Courses Taught</b>           | (1) POLI 448: The Politics of Multilevel Governance  |
| <b>Recent Publications</b>      | (18) Hooghe, Liesbet. <i>Measuring International Authority: A Postfunctionalist Theory of Governance, Vol. III</i> . Oxford University Press. 2017.<br>Hooghe, Liesbet. <i>Community, Scale, and Regional Governance: A Postfunctionalist Theory of Governance, Vol. II</i> . Oxford University Press. 2016. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Carmen Hsu

Associate Professor of Romance Studies

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2005   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 2000: PhD, Romance Languages and Literatures, Harvard University   |
| <b>Pedagogy</b>                 | Performance-based language training: Dey110 Resources and Training Portal.   |
| <b>Specialization</b>           | Early Modern Spanish Literature; Spanish Chronicles of Asia; cross-cultural encounters (Spain and East Asia);  |
| <b>Languages</b>                | German (2); Chinese, Min Nan (Hokkie) (5); Chinese, Mandarin (5); Spanish (5); Portuguese (3)  |
| <b>Time Dedicated to Europe</b> | 75-100%  |
| <b>Distinctions</b>             | Edward Clarence Evelyn Dyason Research Fellowship  |
| <b>Experience Overseas</b>      | Germany  |
| <b>Dissertations</b>            | 10   |
| <b>Courses Taught</b>           | (2) ROML 89H: Court Culture, Early Modern Spain;<br>SPAN 382: Studies in Spanish Prose   |
| <b>Recent Publications</b>      | (5) Hsu, Carmen. "Review of San Nicolás de Tolentino, edited by Roy Norton" <i>Renaissance Quarterly</i> , 2017, pp. 344.<br>Hsu, Carmen. <i>Cervantes y su tiempo</i> , ed. Kassel: Reichenberger, 2010.<br>Hsu, Carmen. <i>Courtesans in the Literature of the Spanish Golden Age</i> . Kassel: Reichenberger, 2002. |

### Evelyne Huber

Department Chair and Morehead Alumni Professor of Political Science

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 1992  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1977: PhD, Political Science, Yale University   |
| <b>Specialization</b>           | Comparative politics; democracy and social policy   |
| <b>Languages</b>                | Italian (1); German (5); French (2); Spanish (3)  |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Distinctions</b>             | Outstanding Book Award 1991-92 from the Political Sociology Section of the American Sociological Association.   |
| <b>Experience Overseas</b>      | Switzerland (country of origin)   |
| <b>Dissertations</b>            | 22  |
| <b>Courses Taught</b>           | (1) POLI 733: Comparative Political Economy   |
| <b>Recent Publications</b>      | (9) Huber, Evelyne. <i>The Oxford Handbook of Transformations of the State</i> . Oxford University Press. 2015.<br>Huber, Evelyne and Stephens, John. <i>Development and Crisis of the Welfare State: Parties and Policies in Global Markets</i> , University of Chicago Press, 2001. |



## Appendix 1: Curriculum Vitae and Position Descriptions

### Margaret Hueckel

|                                 |   |
|---------------------------------|---|
|                                 | Polish Language Instructor  |
| <b>Appointment</b>              | 2018  |
| <b>Tenure Status</b>            | Not Tenure Track  |
| <b>Education</b>                | 1978: MA, Polish Literature and Language,<br>University of Warsaw             |
| <b>Pedagogy</b>                 | Performance-based language training: Dey110 Resources<br>and Training Portal. |
| <b>Specialization</b>           | Polish Language Instruction   |
| <b>Language</b>                 | Polish (5)  |
| <b>Time Dedicated to Europe</b> | 100%  |
| <b>Experience Overseas</b>      | Poland  |
| <b>Courses Taught</b>           | (2) PLSH 401: Elementary Polish I; PLSH 402: Elementary<br>Polish II          |

### Sharon James

|                                 |   |
|---------------------------------|---|
|                                 | Professor of Classics   |
| <b>Appointment</b>              | 1999  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1989: PhD, Comparative Literature, University of<br>California Berkeley   |
| <b>Specialization</b>           | Latin poetry; women and gender in antiquity,  |
| <b>Language</b>                 | Latin (3)   |
| <b>Time Dedicated to Europe</b> | 50-75%  |
| <b>Distinctions</b>             | William C. Friday/Class of 1986 Award for Excellence in<br>Inspirational Teaching; 2017 Schwab Academic<br>Excellence Award   |
| <b>Dissertations</b>            | 5   |
| <b>Courses Taught</b>           | (4) CLASS 57H: Dead and Deadly Women: Greek Tragic<br>Heroines from Aeschylus to Eliot; CLASS 241/241H:<br>Women in Ancient Rome; LATN 396: Special Readings in<br>Latin Literature; LATN 764: Roman Dramatic Literature  |
| <b>Recent Publications</b>      | (15) James, Sharon. <i>Learned Girls and Male Persuasion: Gender and Reading in Roman Love Elegy</i> . University of California Press, 2003.<br>James, Sharon. "Rape and Repetition in Ovid's Metamorphoses: Myth, History, Structure, Rome." <i>Repeat Performances: Ovidian Repetition and the Metamorphoses</i> , edited by Laurel Fulkerson and Tim Stover, 2016.<br>James, Sharon. "Mater, Oratio, Filia: Listening to Mothers in Roman Comedy." <i>Women in Republican Roman Drama</i> . University of Wisconsin Press. 2015. 108-127.<br>James, Sharon. "Reconsidering Rape in Menander's Comedy and Athenian Life: Modern Comparative Evidence." <i>Menander in Contexts</i> , ed. Alan Sommerstein. London. 2014. 24-39. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Hannelore Jarausch

|                                 |  |
|---------------------------------|--|
|                                 | Director of French Language Program; Teaching Professor of French  |
| <b>Appointment</b>              | 1984   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | 1972: PhD, French, University of Wisconsin   |
| <b>Pedagogy</b>                 | Performance-based language training: Dey110 Resources and Training Portal.   |
| <b>Specialization</b>           | Foreign language methodology, teaching assistant training, 18th century French literature; study abroad  |
| <b>Languages</b>                | German (4); French (4)   |
| <b>Time Dedicated to Europe</b> | 75-100%  |
| <b>Distinctions</b>             | 2009 North Carolina Foreign Language Teacher of the Year (higher education)<br>Foreign Language Association of North Carolina<br>2002 Faculty Mentor Award, Graduate Romance Association, UNC  |
| <b>Experience Overseas</b>      | Extensive experience living abroad in France (repeatedly) and Germany; exchange programs, now also with Québec   |
| <b>Courses Taught</b>           | (1) FREN 402: Intermediate Accelerated French  |
| <b>Recent Publications</b>      | (2) Jarausch, Hannelore and Tufts, C. <i>Sur le vif: cours intermédiaire</i> , 6th edition. 2015.<br>Jarausch, Hannelore. <i>Cahier du prof, Testing Program</i> , instructor's CD and CDs for students, webpage with supplemental materials. Boston: Cengage, 2014. |

### Konrad Jarausch

|                                 |  |
|---------------------------------|--|
|                                 | Lurcy Distinguished Professor of History   |
| <b>Appointment</b>              | 1983   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1969: PhD, Modern European History, University of Wisconsin  |
| <b>Specialization</b>           | Nineteenth and Twentieth Century Europe  |
| <b>Languages</b>                | Italian (1); German (5); French (3)  |
| <b>Time Dedicated to Europe</b> | 75-100%  |
| <b>Distinctions</b>             | Alexander von Humboldt at Universität des Saarlands,   |
| <b>Dissertations</b>            | 20   |
| <b>Courses Taught</b>           | (3) EURO/HIST 159: 20th Century Europe; HIST 257: Society and Culture in PostWar Europe (LAC in German); HIST 711: Colloquium in Early Modern European History   |
| <b>Recent Publications</b>      | (15) Jarausch, Konrad. <i>Different Germanies: New Transatlantic Perspectives</i> Berghahn Books: New York, 2017.<br>Jarausch, Konrad and Ostermann, Christian. <i>The Cold War: Historiography, Memory and Representation</i> , De Gruyter: Oldenbourg, 2017. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Robert Jenkins

Teaching Professor of Political Science

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1999   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | 1987: PhD, Political Science, University of Wisconsin  |
| <b>Specialization</b>           | Post-Communist State and Society; Ethnic Conflict;   |
| <b>Languages</b>                | Serbo-Croatian (Serbian) (1); Hungarian (3); Spanish (1)   |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | Director, CSEES; Administrative Director for Curricula   |
| <b>Experience Overseas</b>      | Hungary, Romania, and Poland   |
| <b>Dissertations</b>            | 12   |
| <b>Courses Taught</b>           | (3) POLI 459: Trans-Atlantic Security; POLI 788: Statistics and Data Analysis for Political Science and Policy Research; PWAD 252H: International Organizations and Global Issues (Includes EU Content and Europe's Role as a Global Actor)  |
| <b>Recent Publications</b>      | (16) Jenkins, Robert. "Facing Roadblocks: the Contradictions of External Approaches in the Western Balkans." <i>World Convention of the Association for the Study of Nationalities</i> , New York, 2012.<br>Jenkins, Robert. "Conflict, Vision, and Capacity: Evaluating International Activities in the former Yugoslavia," <i>World Convention of the Association for the Study of Nationalities</i> , New York, 2011. |

### Lauren Jennings

Teaching Assistant Professor of Music

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2014  |
| <b>Tenure Status</b>            | Not Tenure Track  |
| <b>Education</b>                | 2012: PhD, Historical Musicology, University of Pennsylvania  |
| <b>Specialization</b>           | Song, poetry, and manuscript culture in the Middle Ages   |
| <b>Languages</b>                | Italian (4); German (1); Latin (1)  |
| <b>Time Dedicated to Europe</b> | 25-50%  |
| <b>Distinctions</b>             | Andrew W. Mellon Fellow in Critical Bibliography;   |
| <b>Experience Overseas</b>      | Italy   |
| <b>Courses Taught</b>           | (2) MUSC 143: Rock Music; MUSC 251: Studies in Medieval and Early Modern Music  |
| <b>Recent Publications</b>      | (7) Jennings, Lauren. <i>Senza Vestimenta: e Literary Tradition of Trecento Song</i> Ashgate, 2014.<br>Jennings, Lauren. "Defining 'Italianianness': Poetry, Music, and the Construction of National Identity in Nineteenth- and Twentieth-Century Accounts of the Medieval Italian Lyric Tradition." <i>Journal of the Royal Musical Association</i> , 2018. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Erica Johnson

Teaching Associate Professor and Director of Graduate Studies, Global Studies

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2010  |
| <b>Tenure Status</b>            | Not Tenure Track  |
| <b>Education</b>                | 2009: PhD, Political Science, University of Washington  |
| <b>Specialization</b>           | Comparative Politics, Political Economy, Communist and Post-Communist Societies, Civil Society and NGOs   |
| <b>Languages</b>                | Russian (3); Uzbek (1); French (1)  |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Distinctions</b>             | UNC's Center for Faculty Excellence,  |
| <b>Courses Taught</b>           | (2) GLBL 482: Soviet and Post-Soviet Politics; GLBL 702: Global Politics, Institutions and Societies  |
| <b>Recent Publications</b>      | (3) Johnson, Erica. "Book Review: Free Market Tuberculosis: Managing Epidemics in Post-Soviet Georgia." <i>American Anthropologist</i> , vol. 16, no. 2, 2013, pp. 14-15.<br>Johnson, Erica. "Review of Thomas W. Simmons's Eurasia's New Frontiers," <i>Canadian Slavonic Papers</i> , vol. 52, no. 1. 2012. |

### Anne Johnston

James H. Shumaker Distinguished Term Professor of Journalism and Mass Communication

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1986   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1986: PhD, Political and Mass Communication, University of Oklahoma  |
| <b>Specialization</b>           | Political communication; political advertising;  |
| <b>Languages</b>                | Spanish (2)  |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | Fellow, Institute for the Arts and Humanities, University of North Carolina, 1996  |
| <b>Experience Overseas</b>      | Denmark, France  |
| <b>Dissertations</b>            | 13   |
| <b>Courses Taught</b>           | (1) WGST 442: Gender, Class, Race and Mass Media   |
| <b>Recent Publications</b>      | (9) Johnston, A., Friedman, B., & Shafer, A. "What's the problem and what can we do about it? Mass media explains the global sex trade." <i>Challenging images of women in the media: Reinventing women's lives</i> , edited by T. Carilli and J. Campbell, Lanham, Rowman & Littlefield Publishers, 2012, pp. 49-64.<br>Solsman, J. & Johnston, A. (2008). "Newspaper coverage of two U.S. and E.U. summits." <i>The European Union expansion election: Communicating shared sovereignty in the 2004 European parliamentary elections</i> (pp. 205-221). NY: Peter Lang Publishers. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### **Gregory Kable**

Associate Dramaturg

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1997   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | MFA, Drama, Yale School of Drama   |
| <b>Specialization</b>           | Dramaturgy   |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Courses Taught</b>           | (5) DRAM 115: Perspectives in Drama; DRAM 281: Theater History and Literature I: Practice and Writing, from Greeks to 1700; DRAM 282: Theater History and Literature II: Practice and Writing, 1700-1920; DRAM 285H: Modern British Drama (1965 to present); DRAM 774: Period Patterns III: 20th Century |

### **Alan Kauffmann**

Teaching Assistant Professor of Arabic

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2014   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | University of Texas at Austin  |
| <b>Pedagogy</b>                 | American Council on the Teaching of Foreign Languages Training   |
| <b>Specialization</b>           | The effects of non-traditional grammar sequencing on students' written output; incorporation of culture in Arabic courses via films, authentic texts, music; student engagement. |
| <b>Languages</b>                | Arabic (5)   |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Experience Overseas</b>      | Syria  |
| <b>Courses Taught</b>           | (3) ARAB 101: Elementary Arabic I; ARAB 305: Advanced Arabic I; ARAB 306: Advanced Arabic II   |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Ritchie Kendall

Associate Professor of English, English and Comparative Literature

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 1980  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1980: PhD, English, Harvard University  |
| <b>Specialization</b>           | English Literature from 1485 to 1660  |
| <b>Time Dedicated to Europe</b> | 25-50%  |
| <b>Distinctions</b>             | Tanner Award for Excellence in Undergraduate Teaching, UNC 2001; Kenan Leave, UNC 1990; Honors Carolina Course Development Award 1993; NEH Summer Stipend 1980; Whiting Dissertation Award, Harvard University 1979; Branford Fellows' Prize 1973; B. Aubrey Fisher Mentorship Award, International Communication Association, 1995 |
| <b>Dissertations</b>            | 6   |
| <b>Courses Taught</b>           | (3) ECON 360H: Survey of International and Development Economics; ENGL 86H: Economic Saints and Villains: The Entrepreneurial Spirit in Early English Literature; HNRS 335: Honors Junior Colloquium  |
| <b>Recent Publications</b>      | (5) Kendall, Ritchie. <i>Stage Business: The Representation of Commercial Exchange in the Early Modern English Theater</i> . Forthcoming. 2018.   |

### Hosun Kim

Teaching Associate Professor of Romance Studies, Director of the Language Resource Center

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2004   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | 1999: PhD, Romance Studies, Universidad Complutense de Madrid  |
| <b>Pedagogy</b>                 | Performance-based language training: Dey110 Resources and Training Portal.   |
| <b>Specialization</b>           | Latin American Literature  |
| <b>Languages</b>                | Spanish (5)  |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | 2014 Buchan Grant awarded for Spanish Language Placement Exam Implantation Project; 2013 Buchan Grant Awarded for Seville-Chapel Hill Correspondent Project; 2009 GA Funding for Course Redesign Project |
| <b>Experience Overseas</b>      | Ph.D. studies in Madrid, Spain   |
| <b>Dissertations</b>            | 2  |
| <b>Courses Taught</b>           | (3) SPAN 323: Spanish for Legal Professions; SPAN 329: Spanish Proficiency for Community Engagement; SPAN 405: Intermediate Spanish for Health Care Professionals  |
| <b>Recent Publications</b>      | (5) Kim, Hosun. "Spanish Language Placement Exam Development Project," <i>CTC Retreat</i> , 2014.  |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Scott Kirsch

Professor of Geography

|                                 |   |
|---------------------------------|---|
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1997: PhD, University of Colorado Boulder   |
| <b>Specialization</b>           | The politics and culture of technology; 19th & 20th century US science; History of scientific exploration and cartography; Nuclear landscapes; US geopolitics   |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Courses Taught</b>           | (3) GEOG 453: Political Geography; GEOG 650: Technology and Democracy Research; PWAD 120: World Regional Geography: Major World Regions, Population, Urbanization   |
| <b>Recent Publications</b>      | (9) Crampton, J, Ginn, F., Kirsch, S., Kobayashi, A., Naylor, S., and J. Seemann. "Teaching the history of geography: Current challenges and future directions." <i>Progress in Human Geography</i> 41(2): 245-262. 2017. |

### Clayton Koelb

Guy B. Johnson Distinguished Professor of German, Germanic and Slavic Language and Literature

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1991   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1970: PhD, Comparative Literature, Harvard University  |
| <b>Specialization</b>           | Modern German Literature, Comparative Literature   |
| <b>Languages</b>                | Latin (3); Greek (1); German (5); French (3); Swedish (2)  |
| <b>Time Dedicated to Europe</b> | 50-75%   |
| <b>Distinctions</b>             | Guggenheim Fellowship, Germanistic Society of America Fellowship, Danforth Foundation Fellowship   |
| <b>Experience Overseas</b>      | Germany  |
| <b>Dissertations</b>            | 9  |
| <b>Courses Taught</b>           | (4) GERM 615: Cultural Foundations in German Studies, to 1800; GSLL 50: Literary Fantasy and Historical Reality; GSLL 277: The Moon in Song Story and Science: Mentored Research Projects in Cultural History; GSLL 284: Philosophy and the Arts   |
| <b>Recent Publications</b>      | (3) Koelb, Clayton and Tigar, Kenneth. <i>Spring Awakening</i> , Frank Wedekind. New York: Broadway Play Publishing, 2016.<br>Koelb, Clayton. <i>Kafka: A Guide for the Perplexed</i> . London: Continuum, 2010.<br>Koelb, Clayton. <i>The Revivifying Word: Literature, Philosophy, and the Theory of Life in Europe's Romantic Age</i> . Camden House/Boydell & Brewer, 2008.<br>Koelb, Clayton. <i>The Camden House History of German Literature, Vol. 9: German Literature of the 19<sup>th</sup> Century</i> . Camden House/Boydell & Brewer. 2005. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Janice Koelb

Adjunct Assistant Professor of English and Comparative Literature

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2007  |
| <b>Tenure Status</b>            | Not Tenure Track  |
| <b>Education</b>                | 2004: PhD, Comparative Literature, UNC  |
| <b>Specialization</b>           | English Literature from 1789 to 1900 (Nineteenth-Century British Literature)  |
| <b>Time Dedicated to Europe</b> | 75-100%   |
| <b>Distinctions</b>             | Mellon Foundation/Ackland Art Museum Course Development Grant for "Landscape: Reimagining the Natural World;" Finalist, American Society for the History of Rhetoric Dissertation Award; UNC Graduate School Dissertation Completion Fellowship   |
| <b>Courses Taught</b>           | (4) CMPL 120: Great Books I: Epic and Lyric Traditions; CMPL 460: Transnational Romanticism: Romantic Movements in Europe and the Americas; CMPL 841: History of Literary Criticism I: Classicism; CMPL 842: History of Literary Criticism II: 1750 - 1950  |
| <b>Recent Publications</b>      | (4) Koelb, Janice. "Freud, Jung, and the Taboo of Rome." <i>Arethusa</i> 48.3. 391-430. 2015.<br>Koelb, Janice. "The Owl in Winter: The Final Tornada of Marcabru's Pastourelle 'L'autrier jost'una sebissa.'" <i>Florilegium</i> 25 (2008): 53-74.<br>Koelb, Janice. <i>The Poetics of Description: Imagined Places in European Literature</i> . New York: Palgrave Macmillan, 2006. |

### Markus Kohl

Assistant Professor of Philosophy

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2016  |
| <b>Tenure Status</b>            | Tenure Track  |
| <b>Education</b>                | 2012: PhD, Philosophy, University of California Berkeley  |
| <b>Specialization</b>           | Great thinkers such as Aristotle, Hume, Nietzsche and Kant.   |
| <b>Languages</b>                | German (5)  |
| <b>Time Dedicated to Europe</b> | 25-50%  |
| <b>Distinctions</b>             | Mabelle McLeod Lewis Memorial Fund  |
| <b>Experience Overseas</b>      | Germany, UK   |
| <b>Courses Taught</b>           | (2) PHIL 220H: 17th and 18th Century Western Philosophy; PHIL 224: Existential Philosophy   |
| <b>Recent Publications</b>      | (9) Kohl, Markus. "Kant on Freedom, Idealism, and Standpoints," <i>Archiv für Geschichte der Philosophie</i> . 2015.<br>Kohl, Markus. "Kant on Freedom of Empirical Thought," <i>Journal of the History of Philosophy</i> . 2015. |



## Appendix 1: Curriculum Vitae and Position Descriptions

### Lloyd Kramer

Director of Program in the humanities and Human Values, Professor of History

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 1986  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1983: PhD, Modern European Intellectual History, Cornell University   |
| <b>Specialization</b>           | Modern French Social and Cultural History, Modern European Intellectual History   |
| <b>Languages</b>                | French (3)  |
| <b>Time Dedicated to Europe</b> | 50-75%  |
| <b>Distinctions</b>             | William F. Little Distinguished Service Award; Chapman Family Fellowship; Lurcy Fellow; Jacob and Louise Ihlder Fellowship; Bourse Chateaubriand; George Boldt Research Fellowship  |
| <b>Dissertations</b>            | 12  |
| <b>Courses Taught</b>           | (1) HIST 466: Modern European Intellectual History  |
| <b>Recent Publications</b>      | (8) Kramer, Lloyd. "Lafayette, Marquis de." <i>America in the World, 1776 to the Present: A Supplement to the Dictionary of American History</i> 2 vols, edited by Edward J. Blum, Farmington Hills, MI: Charles Scribner's Sons, 2016, 1: 603-604.<br>Kramer, Lloyd. "Lafayette's Historical Legacy: Politics, Culture, and the Modern World." <i>Lafayette in Transnational Context: Identity, Travel, and Nationalism in the Revolutionary Atlantic World</i> , edited by Jordan Kellman, Lafayette, LA: University of Louisiana at Lafayette Press, 2015, pp. 1-19. |

### Charles Kurzman

Professor of Sociology

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1998   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1992: PhD, Sociology, University of California at Berkeley   |
| <b>Specialization</b>           | Islamic Movements, Democracy   |
| <b>Languages</b>                | Portuguese (2), Persian (3), French (3), Arabic (2), Turkish (2), Spanish (3)  |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | Mellon Foundation, "Middle East Library Partnership Project," 2014-2015.   |
| <b>Dissertations</b>            | 7  |
| <b>Courses Taught</b>           | (1) SOCI 250: Sociological Theory  |
| <b>Recent Publications</b>      | (14) Kurzman, Charles; Kamal, Ahsan and Yazdiha, Hajar. "Ideology and Threat Assessment: Law Enforcement Evaluation of Muslim and Right-Wing Extremism," <i>Socius</i> , vol. 3, 2017, pp. 1-13. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Laurie Langbauer

Professor of English, English and Comparative Literature

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1995   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1985: PhD, English, Cornell University   |
| <b>Specialization</b>           | Nineteenth-Century British, the Novel, Literary Theory   |
| <b>Languages</b>                | French (1)   |
| <b>Time Dedicated to Europe</b> | 50-75%   |
| <b>Distinctions</b>             | John E. Sawyer Fellowship  |
| <b>Dissertations</b>            | 15   |
| <b>Courses Taught</b>           | (2) ENGL 338: 19th Century British Novel; ENGL 838: 19th Century British Novel   |
| <b>Recent Publications</b>      | (9) Langbauer, Laurie. <i>The Juvenile Tradition: Young Writers and Prolepsis, 1750-1835</i> . NY: Oxford University Press: 2016.<br>Langbauer, Laurie. "Romance." <i>The Blackwell Companion to the English Novel</i> , edited by Stephen Arata, Madigan Haley, J. Paul Hunter, and Jennifer Wicke. Oxford: Wiley Blackwell, 2015, pp. 103-116. |

### Richard Langston

Associate Professor of Germanic and Slavic Language and Literature

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2002  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 2002: PhD, Germanic Studies and Literature, Washington University in St. Louis  |
| <b>Specialization</b>           | West German Literature and Culture, 1945 - Present  |
| <b>Languages</b>                | German (5)  |
| <b>Time Dedicated to Europe</b> | 75-100%   |
| <b>Distinctions</b>             | Distinguished Visiting Professor, Eberhard Karls Universität Tübingen, Summer 2016  |
| <b>Experience Overseas</b>      | Studied in Germany  |
| <b>Dissertations</b>            | 7   |
| <b>Courses Taught</b>           | (4) GERM 251: Ideology and Aesthetics: Marxism in Literature; GERM 349: Die Jahrhundertwende; GERM 616: Cultural Foundations in German Studies, 1800 to present; GSLL 480: Interrogating Cultures of Fascism: Introduction to Frankfurt School's Critical Theory  |
| <b>Recent Publications</b>      | (10) Langston, Richard. "Proverbs and Self-Imposed Subjugation in Oskar Maria Graf's <i>Anton Sittlinger</i> ." <i>Proverbium</i> 11 (1994): 125-142.<br>Langston, Richard. "Roll over Beethoven, Chuck Berry, Mick Jagger, etc.: Rock, Identity and the Illusion of Progress in the West German Literary Imagination." <i>Sound Matters: Essays on the Acoustics of German Culture</i> . Eds. Nora M. Alter and Lutz Koepnick. University Press. 2018. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Radislav Lapushin

Associate Professor of Russian Literature

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2006  |
| <b>Tenure Status</b>            | Tenure Track  |
| <b>Education</b>                | 2006: PhD, Russian Literature, University of Chicago  |
| <b>Specialization</b>           | Russian Literature and Culture  |
| <b>Languages</b>                | Belarusian (5); Russian (5); Ukrainian (2)  |
| <b>Time Dedicated to Europe</b> | 25-50%  |
| <b>Distinctions</b>             | Academic Excellence Award from the Institute for the Arts and Humanities  |
| <b>Dissertations</b>            | 3   |
| <b>Courses Taught</b>           | (4) RUSS 276: Mystery and Suspense in Russian Literature; RUSS 445: 19th Century Russian Literature and Culture; RUSS 464: Dostoevsky; SLAV 86: First Year Seminar: Literature and Madness  |
| <b>Recent Publications</b>      | (5) “‘A bol’she nichego ne izvestno...’ (K poetike chekhovskikh pisem).” <i>Chekhovskaia Karta Mira</i> . Eds. A. A. Zhuravleva and V. B. Kataev. Moscow: Melikhovo, 2015, 404-419.<br>“Chekhov’s Poetics of Reconciliation.” <i>Chekhov for the Twenty-First Century</i> . Eds. Carol Apollonio and Angela Brintlinger. Bloomington: Slavica, 2012, 197-210. |

### Klaus Larres

Richard M. Krasno Distinguished Professor of History

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2012   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1992: PhD, Contemporary History, University of Cologne   |
| <b>Specialization</b>           | Transatlantic relations; European integration; Cold War; EU politics;  |
| <b>Languages</b>                | German (5)   |
| <b>Time Dedicated to Europe</b> | 50-75%   |
| <b>Distinctions</b>             | Woodrow Wilson International Center for Scholars,  |
| <b>Dissertations</b>            | 5  |
| <b>Courses Taught</b>           | (3) HIST 474: Britain in World Affairs: British Foreign Policy since World War II; HIST 577: U.S. Foreign Relations in the 20th C.; HIST 578: Transatlantic Relations and Contemporary Geo-Politics from the Cold War to the Present         |
| <b>Recent Publications</b>      | (9) Larres, Klaus. <i>Churchill’s Cold War. The Politics of Personal Diplomacy</i> . Yale University Press. 2002.<br>Larres, Klaus. <i>Uneasy Allies: German-British relations and European Integration</i> . Oxford University Press. 2000. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Priscilla Layne

Associate Professor of Germanic and Slavic Language and Literature

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2011  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 2011: PhD, German, University of California at Berkeley   |
| <b>Pedagogy</b>                 | American Council on the Teaching of Foreign Languages Training  |
| <b>Specialization</b>           | 20th century German literature, film and popular culture, primarily through the analytical lenses of race and gender  |
| <b>Languages</b>                | German (4)  |
| <b>Time Dedicated to Europe</b> | 75-100%   |
| <b>Distinctions</b>             | CFE Course Redesign Grant; Institute for African American Research Grant; Research Council Grant; Course Development Grant; German Week Grant, German Embassy   |
| <b>Experience Overseas</b>      | Germany   |
| <b>Courses Taught</b>           | (3) GERM 265: Hitler in Hollywood: Cinematic Representations of Nazi Germany; GERM 655: Later 20th Century Literature; GSLL 67: Blackness in the European Imaginary, Europe in the Black Imaginary  |
| <b>Recent Publications</b>      | (9) Layne, Priscilla. <i>White Rebels in Black: German Appropriation of Black Popular Culture</i> . University of Michigan Press. 2018. 393 pp.<br>Layne, Priscilla. "One Like No Other? Blaxploitation in the Performance of Afro-German Rapper Lisi." <i>Journal of Popular Music</i> , 2013. |

### Malgorzata Lee

Teaching Associate Professor of Spanish and Italian

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2002  |
| <b>Tenure Status</b>            | Not Tenure Track  |
| <b>Education</b>                | 2002: PhD, Romance Languages, UNC   |
| <b>Pedagogy</b>                 | Performance-based language training: Dey110 Resources and Training Portal.  |
| <b>Specialization</b>           | Italian Travel Literature   |
| <b>Languages</b>                | French (2); Italian (5); Polish (5); Russian (2); Spanish (5)   |
| <b>Time Dedicated to Europe</b> | 25-50%  |
| <b>Distinctions</b>             | Teaching Technology Supplement Award  |
| <b>Experience Overseas</b>      | Poland (country of origin), Italy, Canada, Spain, Croatia and the Balkans, Finland, Poland, Guatemala, El Salvador, Thailand, Indonesia |
| <b>Dissertations</b>            | 1   |
| <b>Courses Taught</b>           | (1) SPAN 300: Advanced Grammar Composition  |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Margaret Lee

Associate Professor of African, African-American and Diaspora Studies

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2006  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | PhD, Public and International Affairs, University of Pittsburgh   |
| <b>Specialization</b>           | The political economy of southern Africa, regional integration, Africa in the global system, and "The 21st-Century Scramble for Africa"   |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Experience Overseas</b>      | South Africa  |
| <b>Courses Taught</b>           | (1) AAAD 307: 21st-Century Scramble for Africa: includes European Union, the U.S., and China  |
| <b>Publications</b>             | (3) Lee, Margaret. "Trade Relations between the European Union and Sub-Saharan Africa: Repartitioning and Economic Colonization of a Continent?" <i>The New Scramble for Africa</i> , edited by John Daniel, Henning Melber, and Roger Southall. Human Sciences Research Council. 2008. |

### Wayne Lee

Dowd Distinguished Professor of History

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2006   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1999: PhD, History, Duke University  |
| <b>Specialization</b>           | Early Modern military history; military history; Colonial and Revolutionary America; Survey archaeology and ethnohistory, esp. in the Balkans (Greece and Albania)   |
| <b>Languages</b>                | German (2); Albanian (1); Modern Greek (2)   |
| <b>Time Dedicated to Europe</b> | 25-50%   |
| <b>Distinctions</b>             | Harold K. Johnson Chair of Military History at the U.S. Army War College   |
| <b>Experience Overseas</b>      | Greece, Albania, and Hungary   |
| <b>Dissertations</b>            | 1  |
| <b>Courses Taught</b>           | (4) HIST 351: Global History of Warfare; HIST 717: Introduction to Military History; HIST 722: Contemporary Global History; HIST 951: Introductory Seminar in Military History   |
| <b>Recent Publications</b>      | (8) Lee, Wayne. <i>Waging War: Conflict, Culture, and Innovation in Human History</i> . New York: Oxford University Press, 2016.<br>Lee, Wayne. "Culture of War," <i>Oxford Bibliographies Online: Military History</i> , edited by Dennis Showalter, New York: Oxford University Press, 2016. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Shayne Legassie

Assistant Professor of English and Comparative Literature

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2009   |
| <b>Tenure Status</b>            | Tenure Track   |
| <b>Education</b>                | 2007: PhD, English, Columbia University  |
| <b>Specialization</b>           | Literature of medieval and Early Modern Europe, Mediterranean Studies, travel writing, gender and sexuality studies, critical theory.  |
| <b>Languages</b>                | Spanish (3); Catalan (3); Italian (3); French (3)  |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Dissertations</b>            | 1  |
| <b>Courses Taught</b>           | (3) CMPL 251: Introduction to Literary Theory; CMPL 277: Myth, Fable, Novella: The Long History of the Short Story; CMPL 500: Advanced Seminar   |
| <b>Recent Publications</b>      | (5) Legassie, Shayne. <i>"The Medieval Invention of Travel."</i> University of Chicago Press, 2017, pp. 302.<br>Legassie, Shayne. <i>Cosmopolitanism and the Middle Ages.</i> Edited by John M. Ganim and Shayne A. Legassie. New York: Palgrave MacMillan, 2013.<br>Legassie, Shayne. "The Gothic Fly." <i>The Future We Want/Burn after Reading</i> , edited by Jeffrey Jerome Cohen, Eileen A. Joy, and Myra Seaman New York: Oliphant Books, 2013. |

### Theodore Leinbaugh

Adjunct Professor of English and Comparative Literature

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 1980  |
| <b>Tenure Status</b>            | Not Tenure Track  |
| <b>Education</b>                | 1980: PhD, English, Harvard university  |
| <b>Specialization</b>           | English Literature from its beginnings to 1485, Old English Prose   |
| <b>Time Dedicated to Europe</b> | 50-75%  |
| <b>Distinctions</b>             | 2011 Chancellor's Award Ceremony: Student Undergraduate Teaching Award; 2006 Elected President of the Association of Marshall Scholars; 2005 Officer of the Most Excellent Order of the British Empire  |
| <b>Dissertations</b>            | 5   |
| <b>Courses Taught</b>           | (3) ENGL 310: Intro to Medieval English Literature; ENGL 320: Chaucer; PWAD / CMPL 489: Empire and Diplomacy (British Empire)   |
| <b>Recent Publications</b>      | (5) "Towards A Diplomatic Digital Edition of Aelfric's Lives of Saints I." <i>The Aelfric Scriptorium</i> . Edited by Ted Leinbaugh, 2016. <a href="http://www.aelfric.org/">http://www.aelfric.org/</a><br>"A Digital Edition of Aelfric's Boulogne Sermon." <i>The Aelfric Scriptorium</i> . Edited by Ted Leinbaugh, 2015. <a href="http://www.aelfric.org/">http://www.aelfric.org/</a> |

## Appendix 1: Curriculum Vitae and Position Descriptions

### James Leshner

Professor of Philosophy

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2007   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 2007: PhD, Philosophy, University of Rochester   |
| <b>Specialization</b>           | Greek Philosophy   |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | NDEA Fellowship, University of Rochester, 1962-65;<br>Dissertation Fellowship, University of Rochester, 1965-66<br>American Council of Learned Societies Study Fellowship,<br>Harvard University, 1971-72; Research Fellow,<br>Department of Philosophy, Princeton University, 1974-75<br>Research Fellowship, Center for Hellenic Studies (1982-<br>1983) |
| <b>Experience Overseas</b>      |  |
| <b>Dissertations</b>            | 6  |
| <b>Courses Taught</b>           | (2) PHIL 210: Ancient Greek Philosophy; PHIL 210H:<br>Greek Philosophy   |
| <b>Recent Publications</b>      | (13) Leshner, James. 'A Systematic Xenophanes?' Edited by<br>J. McCoy, <i>Early Greek Philosophy: The Presocratics and<br/>the Emergence of Reason, Studies in Philosophy and the<br/>History of Philosophy</i> , Vol. 57, CUA Press, 2013, pp. 77-<br>90.   |

### Mariska Leunissen

Associate Professor of Philosophy

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2011  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 2007: PhD, Philosophy, Leiden University  |
| <b>Specialization</b>           | Ancient philosophy; Aristotelian natural philosophy   |
| <b>Languages</b>                | Dutch (Flemish) (5); French (3); German (3); Italian (1);<br>Latin (1); Ancient Greek (1)   |
| <b>Time Dedicated to Europe</b> | 50-75%  |
| <b>Distinctions</b>             | IAH Schwab Academic Excellence Award  |
| <b>Experience Overseas</b>      | Netherlands (country of origin)   |
| <b>Dissertations</b>            | 1   |
| <b>Courses Taught</b>           | (1) PHIL 101: Introduction to Philosophy: Main Problems   |
| <b>Recent Publications</b>      | (17) Leunissen, Mariska. <i>Explanation and Teleology in<br/>Aristotle's Science of Nature</i> . Cambridge University Press<br>2010.<br>Leunissa, Mariska. "Comments on Marko Malink's<br>Aristotle's Modal Syllogistic," <i>Philosophy and<br/>Phenomenological Research</i> , 2015, pp. 733-741.<br>Leunissa, Mariska. "The Ethnography of Problems 14 in<br>context", <i>Essays on Aristotle's Problemata</i> . Brill. 190-213.<br>2015. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Cary Levine

Associate Professor of Art History

|                                 |  |
|---------------------------------|--|
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | PhD, Contemporary Art, City University of New York   |
| <b>Specialization</b>           | Contemporary Art   |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Courses Taught</b>           | (2) ARTH 282: Modernism I: Realism, Impressionism and Post-Impressionism; JWST / SLAV 465: Literature of Atrocity: The Gulag and the Holocaust in Russia and Eastern Europe  |
| <b>Recent Publications</b>      | (7) Levine, Cary. <i>Pay for Your Pleasures: Mike Kelley, Paul McCarthy, Raymond Pettibon</i> . University of Chicago Press, 2013.<br>Levine, Cary. "Worried Man," <i>Mark Mothersbaugh: It's a Beautiful World, exhibition catalogue</i> , edited by Adam Lerner, Museum of Contemporary Art Denver, 2014.<br>Levine, Cary. "Wedge Woods," <i>Jason Middlebrook: My Landscape, exhibition catalogue</i> , Massachusetts Museum of Contemporary Art, 2014.<br>Levine, Cary. "A Gaping Hole," <i>Beyond the Anti-Aesthetic (Stone Art Theory Institutes)</i> , edited by James Elkins. Pennsylvania State University Press, 2013.<br>Levine, Cary. "Transgression," <i>The Brooklyn Rail</i> , June 2013.<br>Levine, Cary. "Under Cover Of Darkness: Jenny Holzer's Endgame Paintings," <i>Jenny Holzer: Endgame, exhibition catalogue</i> , Skarstedt Gallery, 2012. |

### Hilary Lithgow

Teaching Associate Professor, English and Comparative Literature

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2012   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | 2004: PhD, Comparative Literature, Stanford University   |
| <b>Specialization</b>           | Victorian and early Modernist British literature   |
| <b>Time Dedicated to Europe</b> | 75-100%  |
| <b>Distinctions</b>             | 2015 & 2013 Joseph M. Flora Award for Outstanding Teaching by a Lecturer in the Department of English and Comparative Literature   |
| <b>Courses Taught</b>           | (1) ENGL 73: Literature of War from WWI to the 21st Century  |
| <b>Recent Publications</b>      | (5) Lithgow, Hilary. "It's All Good: Forms of Belief and the Limits of Irony." <i>Finkel's The Good Soldiers War, Literature and the Arts</i> , 2015.<br>Lithgow, Hilary. "A Hard Gemlike Syntax: Pater, Wittgenstein and the Life of Sentences." <i>Pater Newsletter</i> 58/59, 2011. |



## Appendix 1: Curriculum Vitae and Position Descriptions

### Stefan Litwin

George C. Kennedy Distinguished Professor of Music

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2008  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1976-1979: Piano and Composition with Christoph Keller, Zürich Conservatory   |
| <b>Specialization</b>           | Piano interpretation and composition  |
| <b>Languages</b>                | German (5); Swiss-German (5); Spanish (3); Italian (3); French (3)  |
| <b>Time Dedicated to Europe</b> | 25-50%  |
| <b>Distinctions</b>             | 2006 Distinguished Artist in Residence, Christ's College, Cambridge University; 2005 Fellow at Wissenschaftskolleg zu Berlin; 1998 Grand Prixdu Disque for recording of Jean Barraque's Sonata; 1991 Isabelle Zoghen Foundation Award |
| <b>Experience Overseas</b>      | Switzerland, Germany, Austria   |
| <b>Courses Taught</b>           | (3) MUSC 62: Vienna: City of Dreams; MUSC 289: Sounds of War; MUSC 390H: Music and Politics   |
| <b>Recent Publications</b>      | (3) Litwin, Stefan. "Nacht mit Gästen" – Chamber opera on a play by Peter Weiss (to be premiered 2016)<br>Litwin, Stefan. "Nie wieder Krieg!" – Zu einer musikalischen Ästhetik des Widerstands, in: Eisler Mitteilungen (2015)       |

### Lauren Lu

Associate Professor of Operations Kenan-Flagler Business School

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2007  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | PhD, Operations, Northwestern University  |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Distinctions</b>             | MBA Teaching All-Star, UNC Kenan-Flagler; Weatherspoon Award for Excellence in BSBA Teaching; M&SOM Meritorious Service Award;  |
| <b>Experience Overseas</b>      | China   |
| <b>Dissertations</b>            | 1   |
| <b>Courses Taught</b>           | (2) BUSI 533H: Supply Chain Management; MBA 711: Supply Chain Management  |
| <b>Recent Publications</b>      | (6) Lu, Lauren. <i>Supply Chain Management. International Encyclopedia of Social and Behavioral Sciences</i> , edited by James D. Wright. Elsevier, 2nd edition, Vol 23, pp. 709-713, 2015.<br>Lu, Lauren and Swaminathan, J. M. "Outsourcing Design to Asia: ODM Practices." <i>Managing Supply Chains on the Silk Road: Strategy, Performance and Risk</i> , edited by Çağrı Haksöz, Ananth Iyer, and Sridhar Seshadri. CRC Press, pp. 169-184, 2012. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Christian Lundblad

Edward M. O'Herron Distinguished Scholar and Professor of Finance

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2006  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 2000: PhD, Financial Economics, Duke University   |
| <b>Specialization</b>           | Asset pricing and investments; international finance and emerging markets; econometrics and statistics; macroeconomics                                      |
| <b>Languages</b>                | Russian (1)   |
| <b>Time Dedicated to Europe</b> | 25-50%  |
| <b>Distinctions</b>             | Teaching Excellence Award, MBA for Executives (2009, 2010); HEC-Paris Hedge Fund Research Grant (2010-2011)   |
| <b>Experience Overseas</b>      | Croatia, Italy, France  |
| <b>Dissertations</b>            | 3   |
| <b>Courses Taught</b>           | (2) MBA 774: Global Economics; MBA 796: Global Financial Markets  |
| <b>Recent Publications</b>      | (7) Lundblad, Christian; Le, Anh; Jotikasthira, Pab. "Why do Term Structures in Different Countries Co-Move?." <i>Journal of Financial Economics</i> . 2014 |

### Julia Mack

Teaching Associate Professor in Spanish

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 1994  |
| <b>Tenure Status</b>            | Not Tenure Track  |
| <b>Education</b>                | 1979: PhD, Hispanic Studies/Linguistics, University of Puerto Rico  |
| <b>Pedagogy</b>                 | Performance-based language training: Dey110 Resources and Training Portal.  |
| <b>Specialization</b>           | Second language acquisition, statistical analysis of natural language, development of web-based materials for second language and literature courses  |
| <b>Languages</b>                | French (3); German (3); Spanish (5)   |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Distinctions</b>             | Order of the Old Well   |
| <b>Experience Overseas</b>      | Spain   |
| <b>Dissertations</b>            | 2   |
| <b>Courses Taught</b>           | (1) SPAN 203: Intermediate Spanish  |
| <b>Recent Publications</b>      | (4) Mack, Julia. <i>¡A su salud! Intermediate Spanish for Healthcare Professionals</i> . Yale University Press. 2005.<br>Mack, Julia. <i>El Español de América: Estados Unidos, Cuadernos Bibliográficos</i> , 8, Madrid: Arco/Libros, 1999 |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Anne MacNeil

|                                 |  |
|---------------------------------|--|
|                                 | Associate Professor of Music   |
| <b>Appointment</b>              | 1999   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1979: PhD, History and Theory of Music, University of Chicago  |
| <b>Specialization</b>           | History of music and theater, Renaissance Europe   |
| <b>Languages</b>                | Italian (3)  |
| <b>Time Dedicated to Europe</b> | 75-100%  |
| <b>Distinctions</b>             | American Council of Learned Societies Digital Innovations Fellowship (2015/16)   |
| <b>Experience Overseas</b>      | Italy  |
| <b>Dissertations</b>            | 1  |
| <b>Courses Taught</b>           | (2) MUSC 254: Music History I, Antiquity to 1750; MUSC 287 / 287H: Opera as Drama  |
| <b>Recent Publications</b>      | (5) MacNeil, Anne. "Celestial Sirens of the Commedia dell'Arte Stage," <i>A Companion to Commedia dell'Arte</i> , edited by Olly Crick and Judith Chaffee. New York: Routledge, 2015.<br>MacNeil, Anne. "Opera and Commedia dell'Arte," in <i>Glyndebourne Opera Festival</i> , edited by Karen Anderson. East Sussex: Glyndebourne Productions Ltd. 2013. |

### Eleonora Magomedova

Director of Russian Language Instruction and Conversation

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1988   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | 1988: PhD, Russian Literature, UNC   |
| <b>Pedagogy</b>                 | Performance-based language training: Dey110 Resources and Training Portal.   |
| <b>Specialization</b>           | Russian pedagogy, Russian literature and Language  |
| <b>Languages</b>                | Russian (5); Lak (5)   |
| <b>Time Dedicated to Europe</b> | 25-50%   |
| <b>Distinctions</b>             | Johnston Award for Excellence in Teaching; Tanner Faculty Award for Excellence in Undergraduate Teaching   |
| <b>Experience Overseas</b>      | USSR, Estonia, Kyrgyzstan (country of origin)  |
| <b>Courses Taught</b>           | (3) RUSS 296: Selected Readings in Russian; RUSS 411: Advanced Conversation and Composition; RUSS 412: Advanced Conversation and Composition   |
| <b>Recent Publications</b>      | (1) Magomedova, E. "Teaching Russian in America: sharing experiences." <i>Seminar at East China Normal University, Shanghai</i> . 2008.<br>Magomedova, E. <i>The use of film materials in teaching upper level Russian</i> . UNC-Duke Slavic Summer Institute. 2004. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### William Maisch

Teaching Associate Professor in Spanish, Romance Studies

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 1989  |
| <b>Tenure Status</b>            | Not Tenure Track  |
| <b>Education</b>                | 1995: PhD, Spanish Literature, UNC  |
| <b>Pedagogy</b>                 | Performance-based language training: Dey110 Resources and Training Portal.                                  |
| <b>Specialization</b>           | Spanish 15th and 16th-century narrative; supporting program in Italian Medieval and Renaissance Literature. |
| <b>Language</b>                 | Italian (1); French (2); Spanish (3); Latin (1)   |
| <b>Time Dedicated to Europe</b> | 25-50%  |
| <b>Distinctions</b>             | Tanner Faculty Award for Excellence in Undergraduate Teaching, UNC  |
| <b>Courses Taught</b>           | (1) SPAN 255H: Conversation I   |

### Evyatar Marienberg

Associate Professor and E.J. and Sara Evans Fellow of Jewish History and Culture

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2009   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 2002: PhD, History, EHESS Paris  |
| <b>Specialization</b>           | Rabbinic Judaism, Jewish Law, Regulation of Sexuality, Contemporary Catholicism, Vatican II  |
| <b>Languages</b>                | Hebrew (5); French (5); German (3); Italian (3); Latin (3); Greek (3)  |
| <b>Time Dedicated to Europe</b> | 25-50%   |
| <b>Distinctions</b>             | Fellow, Frankel Center for Judaic Studies, University of Michigan  |
| <b>Experience Overseas</b>      | Educated in France, summer studies in Germany  |
| <b>Dissertations</b>            | 4  |
| <b>Courses Taught</b>           | (1) RELI 162: Introduction to Catholicism  |
| <b>Recent Publications</b>      | (13) Marienberg, Evyatar. "Women's 'Synagogues': Depictions of Jewish ritual baths in 18th-century Europe" (Hebrew), <i>Mo'ed</i> 22 (2016), pp. 100-113.<br>Marienberg, Evyatar. "Illegitimacy - Modern Judaism", in: <i>Encyclopedia of the Bible and Its Reception</i> , Vol. 12, De Gruyter. 2016<br>Marienberg, Evyatar. <i>Catholicism Today: An Introduction to the Contemporary Catholic Church</i> . Routledge. 2014<br>Marienberg, Evyatar. <i>The Barabita de-Niddah: A Pseudo-Talmudic Jewish Text about the Religious Laws Concerning Menstruation</i> . Brepols, Turnhout. 2012.<br>Marienberg, Evyatar. <i>Niddah: When Jews Conceptualise Menstruation</i> . Les Belles Lettres. 2003. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Gary Marks

|                                 |  |  |
|---------------------------------|--|--|
|                                 | Burton Craige  | Distinguished Professor of Political Science |
| <b>Appointment</b>              | 1986   |  |
| <b>Tenure Status</b>            | Tenured  |  |
| <b>Education</b>                | 1982: PhD, Political Science, Stanford University  |  |
| <b>Specialization</b>           | Comparative politics; European Union, subnational authority; international governmental organization;  |  |
| <b>Languages</b>                | Dutch (Flemish) (2); French (2); German (4)  |  |
| <b>Time Dedicated to Europe</b> | 50-75%   |  |
| <b>Distinctions</b>             | 2018 Robert Schuman Centre Fellow; 2017 Daniel Elazar Distinguished Federalism Scholar Award; 2010 Humboldt Forschungspreis; 2003 Reynolds Fellowship; 2002 Jean Monnet Fellowship; 1993 Louis D. Rubin Term Chair; 1986 National Fellow at the Hoover Institute   |  |
| <b>Experience Overseas</b>      | Germany  |  |
| <b>Dissertations</b>            | 10   |  |
| <b>Courses Taught</b>           | (1) POLI 891: Special Topics in Political Science  |  |
| <b>Recent Publications</b>      | (26) Marks, Gary; Lenz, Tobias and Hooghe, Liesbet. <i>Community, Scale and the Design of International Organization: A Postfunctionalist Theory of Governance</i> , Vol. IV. Oxford University Press. 2018.<br>Marks, Gary. "Cleavage Theory Meets Europe's Crises: Lipset, Rokkan, and the Transnational Cleavage." <i>JEPP</i> . 2018.<br>Marks, Gary. <i>Measuring International Authority</i> . Oxford University Press. 2017.<br>Lenz, Tobias and Marks, Gary. "Regional Institutional Design: Pooling and Delegation," <i>Oxford Handbook of Comparative Regionalism</i> , edited by Tanja Börzel and Thomas Risse. Oxford: OUP, 518-538. 2016. |  |

### Victoria Martin

|                                 |  |  |
|---------------------------------|--|--|
|                                 | Teaching Assistant Professor of Spanish  |  |
| <b>Appointment</b>              | 2004   |  |
| <b>Tenure Status</b>            | Not Tenure Track   |  |
| <b>Education</b>                | 1999: PhD, Spanish, UNC  |  |
| <b>Pedagogy</b>                 | Performance-based language training: Dey110 Resources and Training Portal.   |  |
| <b>Specialization</b>           | Spanish language and the medical professions   |  |
| <b>Languages</b>                | Spanish (5)  |  |
| <b>Time Dedicated to Europe</b> | 25-50%   |  |
| <b>Courses Taught</b>           | (1) GEOG 228: Urban Geography  |  |
| <b>Recent Publications</b>      | (1) Translation into English of an article, "Variations of the fantastic in the short stories of Elvio E. Gandolfo", written by Malva E. Filer |  |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Megan Matchinske

Professor of English and Comparative Literature

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1993   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1993: PhD, Literature, University of San Diego   |
| <b>Specialization</b>           | Early modern British literature and culture; women's studies/gender studies; philosophies of history, hagiography and religious culture  |
| <b>Time Dedicated to Europe</b> | 50-75%   |
| <b>Experience Overseas</b>      | Italy  |
| <b>Dissertations</b>            | 3  |
| <b>Courses Taught</b>           | (1) ENGL 263H: Literature and Gender: Women and Literature in the Eighteenth Century   |
| <b>Recent Publications</b>      | (6) Matchinske, Megan. <i>The Carleton Bigamy Trial, The Other Voice</i> , Toronto: University of Toronto Press. 2018.<br>Matchinske, Megan. <i>Women Writing History in Early Modern England</i> . Cambridge: Cambridge University Press, 2009<br>Matchinske, Megan. "Serial Identity: History, Gender and Form in the Diary Writing of Lady Anne Clifford," in <i>Genre and Women's Life Writing in Early Modern England</i> , ed. Michelle M. Dowd and Julie A. Eckerle, Ashgate Publishing, Ltd., 2006, 65-80. |

### Rahsaan Maxwell

Associate Professor of Political Science

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 1989  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 2008: PhD, Political Science, University of California at Berkley   |
| <b>Specialization</b>           | Minority politics, immigrant politics, religious politics, ethnic/racial politics, European politics  |
| <b>Languages</b>                | German (2); French (3)  |
| <b>Time Dedicated to Europe</b> | 50-75%  |
| <b>Experience Overseas</b>      | Extensive research in Europe  |
| <b>Courses Taught</b>           | (2) POLI 429: Diversity and Politics; POLI 447H: Immigrant Integration in Contemporary Western Europe   |
| <b>Recent Publications</b>      | (21) Maxwell, Rahsaan. "Racial equality in France and the United States: Media coverage of professional tennis players" <i>Ethnic and Racial Studies</i> 40(4): 656-674. 2017<br>Maxwell, Rahsaan. "Will there be elite minority French business leaders in 2024?" <i>Globaliz Now</i> , 2014.<br>Maxwell, Rahsaan. <i>Ethnic Minority Migrants in Britain and France: Integration Trade-Offs</i> . Cambridge University Press. 2012. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### John McGowan

|   |  |
|---|--|
| John W. and Anna H. Hanes Professor of English and Comparative Literature |  |
| <b>Appointment</b>  | 1992   |
| <b>Tenure Status</b>  | Tenured  |
| <b>Education</b>  | 1978: PhD, English, State University of New York   |
| <b>Specialization</b>   | Literary theory, political philosophy, and democratic theory, Europe since 1800-primarily intellectual and literary history  |
| <b>Languages</b>  | French (3)   |
| <b>Time Dedicated to Europe</b>   | 25-50%   |
| <b>Distinctions</b>   | 2014: Department of English and Comparative Literature Mentoring Award for Work With Graduate Students   |
| <b>Dissertations</b>  | 12   |
| <b>Courses Taught</b>   | (2) ENGL 54H: First Year Seminar: The War to End All Wars? The World War I and the Modern World; ENGL 121: British Literature, Wordsworth to Eliot   |
| <b>Recent Publications</b>  | (12) McGowan, John. <i>A Global Perspective on the European Economic Crisis</i> . London: Routledge, 2016.<br>McGowan, John. "The Future of the Intellectuals: Was Alvin Gouldner Right?" <i>The New Public Intellectual: Politics, Theory, and the Public Sphere</i> . Edited by Jeffrey Di Leo and Peter Hitchcock. London: Palgrave Macmillan, 2016, pp. 117-134. |

### Terence McIntosh

|                                 |   |
|---------------------------------|---|
| Associate Professor of History  |   |
| <b>Appointment</b>              | 1989  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1989: PhD, History, Yale University   |
| <b>Specialization</b>           | Demographic and economic history  |
| <b>Languages</b>                | French (3); German (3)  |
| <b>Time Dedicated to Europe</b> | 50-100%   |
| <b>Distinctions</b>             | Herzog-Ernst-Stipendium der Fritz Thyssen Stiftung, 2012  |
| <b>Experience Overseas</b>      | Germany   |
| <b>Courses Taught</b>           | (2) HIST 251: The Thirty Years War (1618-1648): Europe in an Age of crisis; HIST / PWAD 254: War and Society in Early Modern Europe   |
| <b>Recent Publications</b>      | (5) McIntosh, Terence. "Pietists, Jurists, and the Early Enlightenment Critique of Private Confession in Lutheran Germany." <i>Modern Intellectual History</i> 12, no. 3. 2015. 627-56.<br>McIntosh, Terence. "Review of The Faithful Executioner: Life and Death, Honor and Shame in the Turbulent Sixteenth Century," edited by Joel F. Harrington. <i>Journal of Modern History</i> 87, no. 1. 2015. 215-17. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Timothy McKeown

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2000   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1982: PhD, Political Science, Stanford University  |
| <b>Specialization</b>           | International relations; international political economy   |
| <b>Languages</b>                | Russian (2); German (1)  |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | National Science Foundation dissertation support grant, 2000; Luce Foundation travel grant, 1995;  |
| <b>Dissertations</b>            | 14   |
| <b>Courses Taught</b>           | (3) POLI / PWAD 252: International Organizations and Global Issues; POLI 253: Problems in World Order; POLI 254: International Environmental Politics  |
| <b>Recent Publications</b>      | (6) McKeown, Timothy. "Neorealism." David Armstrong, ed., <i>Oxford Bibliographies – International Relations</i> . New York: Oxford University Press (2014).<br>McKeown, Timothy. "Archival Research." <i>International Encyclopedia of Political Science</i> . Sage. 2011.<br>McKeown, Timothy. "The big influence of big allies." <i>Power, Independence, and Non-State Actors in World Politics</i> . Princeton University Press. 2009.<br>McKeown, Timothy. "Case studies and the statistical worldview," <i>International Organization</i> 53(1): 161-190 (1999). |

### Linda McReynolds

Cary C. Boshamer Distinguished Professor of History

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2006   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1984: PhD, Russian History, University of Chicago  |
| <b>Specialization</b>           | Medieval and Imperial Russia; Cultural Studies; Cinema   |
| <b>Languages</b>                | Russian (1)  |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | Senior Research Fellowship, American Council of Teachers of Russian (ACTR), Fall, 2013.<br>Fulbright-Hays Advanced Research Grant, Spring, 2003.   |
| <b>Experience Overseas</b>      | 7  |
| <b>Dissertations</b>            | (1) HIST 302H: Film and History in Europe and the U.S.   |
| <b>Courses Taught</b>           | (6) McReynolds, Linda. "Nikolai Marr: Reconstructing Ani as the Imperial Ideal," <i>Ab Imperio</i> . 2016. 102-124.  |
| <b>Recent Publications</b>      | McReynolds, Linda. "Anastasia Verbitskaia and Elinor Glyn: A Novel Perspective on Russia and the West," in V. V. Noskov et al., ed., <i>Россия и США: познавая друг друга</i> . St. Petersburg: Nestor- Istoriiia, 2015. 210-20. |



## Appendix 1: Curriculum Vitae and Position Descriptions

### Hassan Melehy

Professor of French, Romance Studies

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2004   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1993: PhD, Comparative Literature, University of Minnesota   |
| <b>Specialization</b>           | Early modern French and comparative literature; contemporary critical theory; French philosophy;   |
| <b>Languages</b>                | Spanish (2); Italian (2); German (3); French (5); Dutch (2)  |
| <b>Time Dedicated to Europe</b> | 50-75%   |
| <b>Distinctions</b>             | Faculty Mentorship Award, Dept. of Romance Studies, UNC. 2015.   |
| <b>Experience Overseas</b>      | Extensive teaching and research in France, Germany, and Quebec.  |
| <b>Dissertations</b>            | 7  |
| <b>Courses Taught</b>           | (5) FREN 260: Literature and the French Speaking World; FREN 370: Survey of French Literature I; FREN 561: French Renaissance Literature and Culture; FREN 562: Poetry of the French Renaissance; FREN 590: Special Topics in French and Francophone Studies |
| <b>Recent Publications</b>      | (10) Melehy, Hassan. <i>Kerouac: Language, Poetics, and Territory</i> . New York: Bloomsbury, 2016.<br>Melehy, Hassan. "Jack Kerouac's Quest for Identity: Satori in Paris." <i>Studies in American Fiction</i> . 41. 2014. 49-76.                           |

### Michael Morgan

Assistant Professor of History

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2012  |
| <b>Tenure Status</b>            | Tenure Track  |
| <b>Education</b>                | 2010: PhD, History, Yale University   |
| <b>Specialization</b>           | International history of the twentieth century  |
| <b>Languages</b>                | French (4)  |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Distinctions</b>             | Doctoral Fellowship, Miller Center for Public Affairs, Visiting fellow, Sciences Po, Paris, Centre américain (2005)   |
| <b>Experience Overseas</b>      |   |
| <b>Dissertations</b>            | 1   |
| <b>Courses Taught</b>           | (3) HIST / PWAD 206: Statecraft, Diplomacy and War 1815-1945; HIST 207: The Global Cold War; HIST 510H: Human Rights in the Modern World  |
| <b>Recent Publications</b>      | (10) Morgan, Michael and Sargent, Daniel. "Helsinki, 1975," <i>Transcending the Cold War: Summits, Statecraft, and the Dissolution of Bipolarity in Europe, 1970-1990</i> , ed. David Reynolds and Kristina Spohr. New York: Oxford University Press, 2016. pp. 95-121. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Holger Moroff

Adjunct Professor of Political Science

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2008   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | 2008: PhD, Political Science, Friedrich Schiller University Jena   |
| <b>Specialization</b>           | European integration and EU-US relations   |
| <b>Languages</b>                | German (4); Spanish (4); French (3); Russian (3)   |
| <b>Time Dedicated to Europe</b> | 75-100%  |
| <b>Distinctions</b>             | EFSPS Fellowship (European Foreign and Security Policy Studies) post-doc program of the VW   |
| <b>Experience Overseas</b>      | Germany  |
| <b>Courses Taught</b>           | (1) EURO / POLI 239: Introduction to European Government   |
| <b>Recent Publications</b>      | (5) Moroff, Holger and Schmidt-Pfister, Diana. "Multilevel Anti-corruption in Theory and Practice." <i>Fighting Corruption in Eastern Europe: A multilevel perspective</i> , Routledge, pp. 1-11. 2012.<br>Moroff, Holger. "Converging US and European international anti-corruption policies," <i>European Anti-Corruption Regimes</i> . Routledge. 2010.<br>Moroff, Holger. "Soft-securitization as an analytical frame for EU-Kaliningrad relations." <i>Adapting to European Integration? The Case of the Russian Exclave Kaliningrad</i> . Manchester University Press. 2008. |

### Jeanne Moskal

Professor of English and Comparative Literature

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1984   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1984: PhD, English, University of Washington   |
| <b>Specialization</b>           | Travel Literature  |
| <b>Time Dedicated to Europe</b> | 75-100%  |
| <b>Distinctions</b>             | University Mentor Award for Lifetime Achievement,  |
| <b>Dissertations</b>            | 12   |
| <b>Courses Taught</b>           | (2) ENGL 81: Jane Eyre and its Afterlives; ENGL 87: Jane Austin, Then and Now  |
| <b>Recent Publications</b>      | (11) Moskal, Jeanne. "Grand Tourists, Missionary Travelers, & Frances Stenhouse," <i>Continental Exploration: Tourism &amp; Travel Writing, 1815-1915</i> , ed. L. Morrison & B. Colbert. New York: Palgrave, 2016.<br>Moskal, Jeanne. "The Unspoken & the Unspeakable in Missionary Literature," <i>Literature and Belief</i> . 28. 2016.<br>Moskal, Jeanne. <i>Teaching British Women Writers, 1750-1900</i> . New York: Lang, 2005. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Layna Mosley

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | Professor of Political Science<br>2004   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1999: PhD, Political Science, Duke University  |
| <b>Specialization</b>           | International Political Economy; International Relations   |
| <b>Languages</b>                | German (2)   |
| <b>Time Dedicated to Europe</b> | 25-50%   |
| <b>Distinctions</b>             | Fulbright Faculty Fellow Award, for Berlin, Germany, Fall 2017.  |
| <b>Experience Overseas</b>      | France   |
| <b>Dissertations</b>            | 3  |
| <b>Courses Taught</b>           | (2) POLI 150 / 150H: International Relations and World Politics; EURO 442: International Political Economy   |
| <b>Recent Publications</b>      | (10) Mosley, Maria. "Workers' Rights in Global Value Chains: Possibilities for Protection and Peril." <i>New Political Economy</i> 22(2): pp. 153-168. 2017.<br>Mosley, Maria; Brooks, Sarah and de Cunha, Rafael. "Categories, Creditworthiness and Contagion: How Investors' Shortcuts Affect Sovereign Debt Markets." <i>International Studies Quarterly</i> . 59(3), pp. 587-601. 2015.<br>Mosley, Maria. <i>Labor Rights and Multinational Production</i> . Cambridge University Press. 2011. |

### Abel Munoz-Hermoso

|                                 |  |
|---------------------------------|--|
|                                 | Teaching Associate Professor of Spanish, Romance Studies   |
| <b>Appointment</b>              | 2006   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | 2006: PhD, Contemporary Spanish Literature, UNC  |
| <b>Pedagogy</b>                 | Performance-based language training: Dey110 Resources and Training Portal.   |
| <b>Specialization</b>           | Social and cultural aspects of Spain from the 1960s-1990s  |
| <b>Languages</b>                | Spanish (5)  |
| <b>Time Dedicated to Europe</b> | 50-75%   |
| <b>Courses Taught</b>           | (1) SPAN 340: Cultures of Contemporary Spain   |
| <b>Recent Publications</b>      | (5) Munoz-Hermoso, Abel. "A review of Spanish Culture Behind Barbed Wire: Memory and Representation of the French Concentration Camps, 1939-1945." Francie Cate-Arries. <i>Hispanófila</i> . 2018.<br>Munoz-Hermoso, Abel. "A review of Generation X Rocks: Contemporary Peninsular Fiction, Film, and Rock Culture." Edited by Chirstine Henseler and Randolph D. Pope. <i>Hispanófila</i> (149) 89-90. 2007.<br>Munoz-Hermoso, Abel. "Lorenzo Silva." <i>World Literature in Spanish: An Encyclopedia</i> . Ed. Salvador Oropesa and Maureen Ihrle. 2018 |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Richard E. Myers

Associate Dean for Student Affairs and Henry Brandis Professor of Law

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2004  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1998: JD, UNC   |
| <b>Specialization</b>           | Corruption (by Public Officials), Criminal Law, Criminal Procedure, Prosecutorial Discretion, Sentencing, White-Collar Crime  |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Distinctions</b>             | Outstanding Service Award, United States Department of Justice, Eastern District of NC; Outstanding Prosecutive Service Award, Federal Bureau of Investigation; Los Angeles County Criminal Courts Bar Association, Trial Lawyer of the Year; American Jewish Congress, Tzedek Award for Enhancing Justice                                      |
| <b>Recent Publications</b>      | (5) Myers, Richard. "Who Watches the Watchers in Public Corruption Cases?" <i>Combating Corruption</i> , University of Chicago Legal Forum. 2012.<br>Myers, Richard. "Adversarial Counsel in an Inquisitorial System." 37 N.C. I.L.J., 411 (2011).<br>Myers, Richard. "Complex Times Don't Call for Complex Crimes." 89 N.C. L. Rev. 1849.2011. |

### Fred Naiden

Associate Professor of History

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2007  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 2000: PhD, Classical Philology, Harvard   |
| <b>Specialization</b>           | Greek law, religion, and warfare; Ancient Near-Eastern law  |
| <b>Languages</b>                | French (3); German (3); Greek (3); Italian (3); Spanish (3)   |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Distinctions</b>             | Choice Outstanding Academic Title 2007 for Ancient Supplication; Tytus Fellowship, U. of Cincinnati, 2016   |
| <b>Dissertations</b>            | 5   |
| <b>Courses Taught</b>           | (3) HIST 225: History of Greece; HIST 421: Alexander; HIST 422: Ancient Greek Warfare   |
| <b>Recent Publications</b>      | (28) Naiden, Fred. <i>Soldier, Priest, and God: The Life of Alexander the Great</i> , Oxford University Press. 2018.<br>Naiden, Fred. <i>Mercury's Wings: Exploring Modes of Communication in the Ancient World</i> , co-edited with R. Talbert, Oxford University Press. 2017.<br>Naiden, Fred. <i>Smoke Signals for the Gods: Ancient Greek Sacrifice from the Archaic through Roman Periods</i> . Oxford University Press. 2013. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Alan Nelson

Harold J. Glass Distinguished Term Professor of Philosophy

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2006   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1984: PhD, Philosophy, University of Illinois  |
| <b>Specialization</b>           | History of Modern Philosophy   |
| <b>Languages</b>                | French (1); German (1)   |
| <b>Time Dedicated to Europe</b> | 75-100%  |
| <b>Distinctions</b>             | UCLA Faculty Senate Research Grant   |
| <b>Experience Overseas</b>      | Germany, The Netherlands, UK, Finland, Canada  |
| <b>Dissertations</b>            | 20   |
| <b>Courses Taught</b>           | (2) PHIL 220: Modern Philosophy: Descartes to Hume;<br>INLS 732: Children's Literature and Related Materials   |
| <b>Recent Publications</b>      | (14) Nelson, Alan. "Early Modern Theories of Truth." <i>The Oxford Handbook of Truth</i> , edited by M. Glanzberg. Oxford University Press. 2017<br>Nelson, Alan. "The Cartesian Circle." in <i>The Cambridge Descartes Lexicon</i> , edited by L. Nolan. Cambridge: Cambridge University Press: 109-18. 2016.<br>Nelson, Alan. "Idea." <i>The Cambridge Descartes Lexicon</i> . Cambridge: Cambridge University Press: 387-95. 2016.<br>Nelson, Alan. "Primitive Notions." <i>The Cambridge Descartes Lexicon</i> . Cambridge University Press. 2016. |

### Ram Neta

Professor of Philosophy

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2003  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1997: PhD, Philosophy, University of Pittsburgh   |
| <b>Specialization</b>           | Philosophy of Mind; Philosophy of Language;<br>Epistemology (Skepticism, Knowledge, Perception, Contextualism, Epistemic Norms)   |
| <b>Time Dedicated to Europe</b> | 50-75%  |
| <b>Distinctions</b>             | Chapel Hill Center for Faculty Excellence 100+ Course Grant   |
| <b>Experience Overseas</b>      | Presented at various conferences in UK and Switzerland  |
| <b>Dissertations</b>            | 1   |
| <b>Courses Taught</b>           | (1) PHIL 432: Beginnings of Analytic Philosophy   |
| <b>Recent Publications</b>      | (19) Neta, Ram. "Why Must Evidence Be True?" <i>The Factive Turn in Epistemology</i> , edited by Velislava Mitove. Cambridge University Press. 2017.<br>Neta, Ram. "The Motivating Power of the A Priori Obvious." <i>Moral Rationalisms</i> , edited by Francois Schroeter and Karen Jones. Oxford University Press. 2017.<br>Neta, Ram. <i>Philosophical Issues: A Supplement to Nous</i> . V. 25. Blackwell. 2015. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Rebecca New

Associate Professor of Early Childhood Education

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2008  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1984: Ed.D, Harvard   |
| <b>Specialization</b>           | Culture, child development, early education, parent-teacher relationships, early care and education                                     |
| <b>Time Dedicated to Europe</b> | 25-50%  |
| <b>Languages</b>                | Italian (2)   |
| <b>Dissertations</b>            | 3   |
| <b>Courses Taught</b>           | (1) EDUC 678: Culture, Child Development, and Education   |
| <b>Recent Publications</b>      | (2) LeVine, R., & New, R. (Eds.) <i>Anthropology and Child Development: Selected Readings</i> . Malden, MA: Blackwell Publishers. 2008. |

### Karen O'Brien

David G. Frey Fellow Assistant Professor of Dramatic Art

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2009   |
| <b>Tenure Status</b>            | Tenure Track   |
| <b>Education</b>                | 2009: PhD, Theatre and Performance Studies, University of California Irvine and San Diego  |
| <b>Specializations</b>          | Interdisciplinary projects in Irish drama and performance.   |
| <b>Languages</b>                | French (3)   |
| <b>Time Dedicated to Europe</b> | 75-100%  |
| <b>Distinctions</b>             | Mellon School of Theater and Performance Research Program, "Theaters Sacred and Profane," Harvard University (Summer 2016)   |
| <b>Experience Overseas</b>      | Ireland  |
| <b>Courses Taught</b>           | (2) DRAM 283: Theatre History and Literature III: Practice and Writing, 1930 to the present; DRAM 286: Modern Irish Drama  |
| <b>Recent Publications</b>      | (9) O'Brien, Karen. <i>Re-envisioning 'Woman': Medea as Heroine in Versions by Brendan Kennelly and Marina Carr</i> . <i>Études Irlandaises</i> 37.1. 2012. 157-172. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### James O'Hara

George L. Paddison Professor of Latin

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2001  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1986: PhD, Classics, University of Michigan   |
| <b>Pedagogy</b>                 | Performance-based language training: Dey110 Resources and Training Portal.  |
| <b>Specialization</b>           | Vergil, Republican and Augustan poetry, Hellenistic poetry  |
| <b>Languages</b>                | Latin (4); Greek (4)  |
| <b>Time Dedicated to Europe</b> | 75-100%   |
| <b>Distinctions</b>             | James Gilmore Fletcher Whitton Faculty Fellow,  |
| <b>Dissertations</b>            | 7   |
| <b>Courses Taught</b>           | (3) CLASS 55H: Three Greek and Roman Epics; LATN 223: Ovid; LATN 712: Readings in Latin Literature of the Augustan Age  |
| <b>Recent Publications</b>      | (6) O'Hara, James. "Evander's love of gore and bloodshed in Aeneid 8." <i>Pushing the Boundaries of Historia: Essays on Greek and Roman History and Culture in Honor of Blaise Nagy</i> . (eds.) English, M.C. and Fratantuono, L. M. Routledge 2017. |

### Patrick O'Neill

Hanes Distinguished Professor of the Humanities, English and Comparative Literature

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1980   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1980: PhD, English, University of Pennsylvania   |
| <b>Specialization</b>           | Old and Middle English Language and Literature; Medieval Welsh; History of the English Language; Modern Irish Language   |
| <b>Languages</b>                | Gaelic (Irish) (5)   |
| <b>Time Dedicated to Europe</b> | 75-100%  |
| <b>Distinctions</b>             | 2011 James Gordon Hanes Distinguished Professor of the Humanities  |
| <b>Experience Overseas</b>      | Ireland (country of origin)  |
| <b>Courses Taught</b>           | (5) ENGL 120: British Literature, Medieval to 18th Century; ENGL 377: Intro to Celtic Cultures; ENGL 814: History of the English Language; ENGL 876: Intro to Modern Irish I; ENGL 877: Intro to Modern Irish II   |
| <b>Recent Publications</b>      | (11) O'Neill, Patrick. <i>Psalterium Suthantoniense, Corpus Christianorum, Continuatio Mediaevalis</i> , vol. 240. Turnhout, 2013.<br>O'Neill, Patrick. "The Old English Psalms." <i>Dumbarton Oaks Medieval Library</i> vol. 42, Harvard University Press. Cambridge, 2016. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Michal Osterweil

Teaching Associate Professor of Global Studies

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2010  |
| <b>Tenure Status</b>            | Not Tenure Track  |
| <b>Education</b>                | 2010: PhD, Anthropology, UNC  |
| <b>Specialization</b>           | Sociocultural Anthropology  |
| <b>Languages</b>                | Italian (5); Spanish (3); Hebrew (2)  |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Distinctions</b>             | 2009 Honigmann Graduate Prize in Sociocultural Anthropology   |
| <b>Experience Overseas</b>      | Italy   |
| <b>Courses Taught</b>           | (2) GLBL 210: Global Issues; GLBL 487: Social Movements: Rethinking Globalization   |
| <b>Recent Publications</b>      | (4) Osterweil, Michal. "Rethinking Public Anthropology through epistemic politics and theoretical practice," <i>Cultural Anthropology</i> , Vol 28. Issue 4, 598–620. 2013. |

### Roberta Owen

Senior Associate Dean, Dramatic Art

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 1974  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1974: MFA, Theatrical Design, University of Wisconsin   |
| <b>Specialization</b>           | Costume and clothing history; traditional dress (garments) in Africa and Asia; national dress in Europe   |
| <b>Languages</b>                | Latin (2); French (1)   |
| <b>Time Dedicated to Europe</b> | 25-50%  |
| <b>Distinctions</b>             | Jerome Lawrence and Robert E. Lee Theatre Research Institute Visiting Research Fellowship,  |
| <b>Experience Overseas</b>      | Korea; Singapore and Malaysia; Cambodia, Thailand, and Vietnam; Prague, Czech Republic, London and Paris.   |
| <b>Courses Taught</b>           | (1) DRAM 470 / 470H: Costume History  |
| <b>Recent Publications</b>      | (2) Owen, Roberta. <i>The Designs of William Ivey Long</i> . Broadway Press in Cooperation with USITT, 2018.<br>Owen, Roberta. <i>The Designs of Ann Roth by Holly Poe Durbin and Bonnie Kruger</i> . Institute for Theatre Technology, in conjunction with Broadway Press, 2014. |



## Appendix 1: Curriculum Vitae and Position Descriptions

### Maximilian Owre

Interim Director Program in the Humanities and Human Values, Visiting Professor,  
Carolina Public Humanities

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2009  |
| <b>Tenure Status</b>            | Tenure Track                                |
| <b>Education</b>                | 2009: PhD, UNC                              |
| <b>Specialization</b>           | Modern European History, Global History     |
| <b>Languages</b>                | French (3)                                  |
| <b>Time Dedicated to Europe</b> | 25-50%                                      |
| <b>Experience Overseas</b>      | France                                      |
| <b>Dissertations</b>            | 1   |
| <b>Courses Taught</b>           | (1) HIST 312: History of France and Algeria |

### Susan Page

Assistant Professor of Women and Gender Studies

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2012  |
| <b>Tenure Status</b>            | Tenure Track  |
| <b>Education</b>                | 2004: MFA, Photography, San Francisco Art Institute   |
| <b>Specialization</b>           | U.S.–Mexico Border: The Rio Grande Valley, East Texas<br>Umbria, Italy: Textile production and history handmade<br>and mechanical   |
| <b>Language</b>                 | Italian (3)   |
| <b>Time Dedicated to Europe</b> | 50-75%  |
| <b>Dissertations</b>            | 5   |
| <b>Courses Taught</b>           | (1) WGST 202: Introduction to Feminist Thought  |
| <b>Recent Publications</b>      | (1) “Residues of Border Control,” <i>Global Mobilities: Refugees, Exiles, and Immigrants in Museums and Archives</i> , edited by Amy K. Levin, Abingdon, Oxford: Routledge. 2016. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Michael Palm

|                                 |   |
|---------------------------------|---|
|                                 | Associate Professor of Media and Technology Studies, Communication  |
| <b>Appointment</b>              | 2008  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 2010: PhD, American Studies, New York University  |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Distinctions</b>             | Junior Faculty Development Research Grant; University Research Council Grant; Penfield Prize; Nominee, President's Service Award  |
| <b>Courses Taught</b>           | (1) COMM 453: The History of New Media Technology in Everyday Life  |
| <b>Recent Publications</b>      | <p>(6) Palm, Michael. "The Swipe," in <i>Paid: Tales of Dongles, Checks, and other Money Stuff</i>, eds. Bill Mauer and Lana Schwarz, MIT Press, 2017</p> <p>Palm, Michael. <i>Technologies of Consumer Labor: A History of Self-Service</i>. Routledge, 2017.</p> <p>Palm, Michael. "Analog Backlog: Pressing Records during the Vinyl Revival," <i>Journal of Popular Music Studies</i>, vol. 29, no. 4. 2017.</p> <p>Palm, Michael. "The Costs of Payment, or Three Histories of Swiping," <i>Digital Labour and Prosumer Capitalism</i>, eds. Olivier Freysse and Mathieu O'Neil, Palgrave MacMillan. pp. 51-65. 2015.</p> <p>Palm, Michael; Grossberg, Lawrence and Hardin, Carey. "Contributions to a Conjunctural Theory of Value," <i>ReThinking Marxism</i> 26(3), 306-335. 2014.</p> <p>Palm, Michael. "Outsourcing, Self-Service and the Telemobility of Work," <i>Anthropology of Work Review</i>, vol. 27, no. 2, 1-9. 2006.</p> |

### Mary Pardo

|                                 |  |
|---------------------------------|--|
|                                 | Associate Professor of Art   |
| <b>Appointment</b>              | 1985   |
| <b>Tenure Status</b>            | Tenure Track   |
| <b>Education</b>                | PhD, University of Pittsburgh  |
| <b>Specialization</b>           | Art Criticism and Theory of the Italian Renaissance  |
| <b>Time Dedicated to Europe</b> | 50-75%   |
| <b>Courses Taught</b>           | (3) ARTH 270: Early Renaissance Art in Italy; ARTH 450H: The City as Monument: Rome; ARTH 490: Special Topics: Renaissance Art and Sexuality |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Susan Pennybacker

Chalmers W. Poston Distinguished Professor of History

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2011   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1984: PhD, History, University of Cambridge  |
| <b>Specialization</b>           | Modern British history and British Empire  |
| <b>Time Dedicated to Europe</b> | 75-100%  |
| <b>Distinctions</b>             | Fellow, Institute for Commonwealth Studies, University of London; Grantee, UNC King's College London Fund to study Britain and Africa; Mellon Grant for Collaborative study; Fulbright-Nehru Senior Research Fellowship  |
| <b>Experience Overseas</b>      | UK; South Africa; Ireland  |
| <b>Dissertations</b>            | 5  |
| <b>Courses Taught</b>           | (4) HIST 164: History of Britain in the 19th Century; HIST 165: History of Britain in the 20th Century; HNRS 352: London: Media and Society; HNRS 353: Seminar in Historical Analysis: British Imperialism   |
| <b>Recent Publications</b>      | (5) Pennybacker, Susan. <i>A Vision for London: labour, everyday life and the London County Council experiment, 1889-1914</i> . Routledge, 2013.<br>Pennybacker, Susan. <i>From Scotsboror to Munich: Race and Political Culture in 1930's Britain</i> . Princeton University press: 2009. |

### Rosa Perelmuter

Professor of Spanish

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 1978  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1980: PhD, Romance Studies, University of Michigan  |
| <b>Pedagogy</b>                 | Performance-based language training: Dey110 Resources and Training Portal.  |
| <b>Specialization</b>           | 16 <sup>th</sup> and 17 <sup>th</sup> century Spanish American literature   |
| <b>Languages</b>                | French (3); German (1); Italian (1); Portuguese (2); Spanish (3); Yiddish (3)   |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Distinctions</b>             | 2016 Faculty Diversity Award  |
| <b>Experience Overseas</b>      | Spain; Mexico; Chile; Argentina; Puerto Rico; Cuba (country of origin)  |
| <b>Dissertations</b>            | 14  |
| <b>Courses Taught</b>           | (2) SPAN 398: Undergraduate Seminar in Spanish; SPAN 613: Colonial and 19th Century Spanish American Literature   |
| <b>Recent Publications</b>      | (5) Perelmuter, Rosa. "Transmigraciones culturales: ideología y literatura en el Nuevo Mundo." Co-edited with Ignacio Arellano. <i>Hispanófila</i> 171. 2014. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Tony Perucci

Associate Professor in Communication

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2007  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 2004: PhD, Performance Studies, New York University   |
| <b>Specialization</b>           | Experimental Theatre, Performance Activism,<br>Collaborative Practice   |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Courses Taught</b>           | (1) COMM 61: First Year Seminar: The Politics of<br>Performance   |
| <b>Recent Publications</b>      | (13) Perruci, Tony. "Politics are Interested in You:<br>Performing Political Fictions in the Interventionist Art of<br>Wunderbaum and Teater NO99" <i>Performance Research:<br/>Special Issue – On Proximity</i> . 2018.<br>Perruci, Tony. "The Poetics of Ruptural Performance." <i>In<br/>Culture Jamming: Activism and the Art of Resistance</i> . Eds.<br>Marilyn DeLaure and Moritz Fink. NYU Press, 2017.<br>Perruci, Tony. "Dog Sniff Dog: Materialist Poetics and the<br>Politics of the Viewpoints." <i>Performance Research</i> . 20:1,<br>2015, pp. 105-112. |

### Katya Pertsova

Associate Professor in Linguistics

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2009   |
| <b>Tenure Status</b>            | Tenure Track   |
| <b>Education</b>                | 2007: PhD, Linguistics, University of California at Los<br>Angeles   |
| <b>Specialization</b>           | Learning Form-Meaning Mapping in Presence of<br>Homonymy: a linguistically motivated model of learning<br>inflection   |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | University Research Council Grant  |
| <b>Courses Taught</b>           | (2) LING 490: Advanced Topics in Linguistics; LING 545:<br>Language and the Mind: Linguistics and the Brain  |
| <b>Recent Publications</b>      | (7) Pertsova, Katya; Moreton, Elliott and Pater, Joe.<br>"Phonological concept learning" <i>Cognitive Science</i> 41 (1),<br>pp. 4-69. 2016.<br>Pertsova, Katya. "Transderivational Relations and<br>Paradigm Gaps in Russian Verbs" <i>Glossa: a Journal of<br/>general linguistics</i> , 1(1), 13. 2016. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Hana Pichova

Professor of Slavic Language and Literature, Germanic and Slavic Language and Literature

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2009  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1991: PhD, Slavic Languages and Literatures, University of Wisconsin-Madison  |
| <b>Pedagogy</b>                 | American Council on the Teaching of Foreign Languages Training  |
| <b>Specialization</b>           | Czech and Russian literature and culture  |
| <b>Languages</b>                | Czech (5)   |
| <b>Time Dedicated to Europe</b> | 50-75%  |
| <b>Distinctions</b>             | 2016 Course Development Grant, Jewish Studies UNC;  |
| <b>Experience Overseas</b>      | Czech Republic (country of origin)  |
| <b>Dissertations</b>            | 2   |
| <b>Courses Taught</b>           | (1) CMPL / CZCH 469: Kundera and World Literature   |
| <b>Recent Publications</b>      | (5) Pichova, Hana. <i>The Case of the Missing Statue: A Historical and Literary Study of the Stalin Monument in Prague</i> . Arbor vitae, 2014. |

### John Pickles

Earl N. Phillips Distinguished Professor of Geography

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2001  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1983: PhD, Geography, Pennsylvania State University   |
| <b>Specialization</b>           | Regional development; post-socialism; economic geographies and industrial change; apparel industry  |
| <b>Languages</b>                | German (2); Bulgarian (2); Italian (1)  |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Distinctions</b>             | Jim Lewis Prize for the Best Paper 2014. The Journal of European Urban and Regional Studies.  |
| <b>Dissertations</b>            | 6   |
| <b>Courses Taught</b>           | (3) GEOG 464: Europe Today: Transnationalism, Globalism, and the Geographies of Pan-Europe; GEOG 702: Geographical Thought; GEOG 805: Research Seminar in International Area Studies, Development, and Globalization  |
| <b>Recent Publications</b>      | (7) Pickles, John and Mueller, Martin. “‘Good Neighbours Make Good Fences’: Operation Seahorse and the Implementation of the EU Strategy of Migration Routes Management in North and West Africa.” <i>European Urban and Regional Studies</i> . Vol. 23(3). 231-251. 2016<br>Pickles, John. <i>Globalization and Regionalization in Postsocialist Economies: The Common Economic Spaces of Europe</i> . Palgrave Macmillan. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### David Pike

Professor of Germanic and Slavic Language and Literature

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 1980  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1978: PhD, German Studies, Stanford University  |
| <b>Pedagogy</b>                 | American Council on the Teaching of Foreign Languages Training  |
| <b>Specialization</b>           | Occupied Germany; German Democratic Republic (GDR);   |
| <b>Languages</b>                | German (3); Russian (3)   |
| <b>Time Dedicated to Europe</b> | 50-100%   |
| <b>Distinctions</b>             | 2010-2013: Volkswagen-Stiftung, Hannover, Germany.  |
| <b>Experience Overseas</b>      | Germany, Russia   |
| <b>Courses Taught</b>           | (3) GERM 249: German Literature in Translation; GSLL 245H: The Division of Germany, Reunification, and Conflict with Russia; SLAV 251: Ideology and Aesthetics: Marxism in Literature |
| <b>Recent Publications</b>      | (2) Pike, David. <i>The Politics of Culture in Soviet-Occupied Germany, 1945-1949</i> . Stanford University Press, 1993. 692 pages.   |

### Zlatko Plese

Professor of Religious Studies

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1999   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1996: PhD, Classics, Yale University   |
| <b>Specialization</b>           | Intellectual History of the Greco-Roman World  |
| <b>Languages</b>                | Coptic (3); Greek (3); Latin (3); Old Church Slavonic (4); French (3); Italian (3); Spanish (3); German (3); Russian (3); Croatian (5); Bulgarian (2)          |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | Academic Excellence Award  |
| <b>Experience Overseas</b>      | Serbia, Croatia, Germany, various congresses attended in Spain, Austria, Germany, Holland, France, Italy   |
| <b>Dissertations</b>            | 9  |
| <b>Courses Taught</b>           | (2) RELI 65: Myth, Philosophy and Science in the Ancient World; RELI 209: Varieties of Early Christianity  |
| <b>Recent Publications</b>      | (2) Plese, Zlatko and Ehrman, Bart. <i>The Other Gospels: Accounts of Jesus from Outside the New Testament</i> , ed. and trans. Oxford University Press, 2013. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Inga Pollmann

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | Assistant Professor of German  |
| <b>Tenure Status</b>            | 2011<br>Tenure Track   |
| <b>Education</b>                | 2011: PhD, Cinema and Media Studies, University of Chicago   |
| <b>Pedagogy</b>                 | American Council on the Teaching of Foreign Languages Training   |
| <b>Specialization</b>           | The history of film theory, intersections of film  |
| <b>Languages</b>                | German (5); French (2); Dutch (1); Latin (2); Classical Greek (1)  |
| <b>Time Dedicated to Europe</b> | 75-100%  |
| <b>Distinctions</b>             | Teaching Fellow at the Deutsches Seminar; Andrew W. Mellon Dissertation-Year Fellowship; Society for Cinema and Media Studies Translation Grant; Francois Travel Grant   |
| <b>Experience Overseas</b>      | Germany (country of origin)  |
| <b>Dissertations</b>            | 6  |
| <b>Courses Taught</b>           | (3) CMPL 143: Global Cinema; GERM 250: Women in German Cinema; GERM 880: Topics in German Cinema   |
| <b>Recent Publications</b>      | (9) Pollman, Inga. "Invisible Worlds, Visible: Uexküll's Umwelt, Film, and Film Theory." <i>Critical Inquiry</i> 39:4. 2013. 777-816.<br>Pollman, Inga. "Kalte Stimmung, or the Mode of Mood: Ice and Snow in Melodrama." <i>Colloquia Germanica</i> 43:1- 2 2010. |

### Robert Porter

|                       |  |
|-----------------------|--|
|                       | Teaching Assistant Professor of African, African-American and Diaspora Studies |
| <b>Tenure Status</b>  | Not Tenure Track   |
| <b>Education</b>      | MA, History, UNC   |
| <b>Specialization</b> | First and Second Reconstructions.  |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Gerald Postema

Cary C. Boshamer Distinguished Professor of Philosophy

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 1980  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1976: PhD, Cornell University   |
| <b>Specialization</b>           | Legal, political, moral philosophy; specifically, the notion of custom in international law, and transnational rule of law, human rights, transnational obligations.  |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Distinctions</b>             | Honorary Doctorate, University of Athens; Guggenheim Foundation Fellowship; Fellow, National Humanities Center, Research Triangle Park; Distinguished Teaching Award for Post-Baccalaureate Instruction; George H. Johnson Prize for Distinguished Achievement in the Arts and Humanities; W.N. Reynolds Fellowship |
| <b>Experience Overseas</b>      | Australia, Poland, UK, Netherlands, Italy   |
| <b>Dissertations</b>            | 12  |
| <b>Courses Taught</b>           | (1) PHIL 432: Hegel   |
| <b>Recent Publications</b>      | (17) Postema, Gerald. <i>Law's Rule</i> . Oxford University Press. 2018.<br>Postema, Gerald. <i>On the Law of Nature, Reason, and the Common Law: Selected Jurisprudential Writings of Sir Matthew Hale</i> , Oxford University Press, 2017.  |

### Aleksandra Prica

Assistant Professor of German Literature

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2016  |
| <b>Tenure Status</b>            | Tenure Track  |
| <b>Education</b>                | 2009: PhD, Medieval German Literature, University of Zurich   |
| <b>Pedagogy</b>                 | American Council on the Teaching of Foreign Languages Training  |
| <b>Specialization</b>           | Medieval German Literature  |
| <b>Languages</b>                | German (5)  |
| <b>Time Dedicated to Europe</b> | 50-75%  |
| <b>Distinctions</b>             | Swiss National Foundation Research Fellowship   |
| <b>Courses Taught</b>           | (2) GERM 211: Concepts in Medieval Culture; GERM 379: German-Language Swiss Literature and Culture  |
| <b>Recent Publications</b>      | (13) Prica, Aleksandra. "Toter Buchstabe – lebendiger Geist. Bibelauslegung als Lektüreereignis," <i>Das Mittelalter</i> 18/1 46-61. 2013.<br>Prica, Aleksandra. "Wiederkehr und Verheissung." <i>Dynamiken der Medialität in der Zeitlichkeit</i> . Zürich: Chronos Verlag 2011. |



## Appendix 1: Curriculum Vitae and Position Descriptions

### Charles Price

Associate Professor of Anthropology

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2003   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 2001: PhD, Anthropology, City University of New York   |
| <b>Specialization</b>           | Identity formation; social movements   |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | Selected to the Faculty Engaged Scholars Program   |
| <b>Experience Overseas</b>      | Jamaica  |
| <b>Dissertations</b>            | 2  |
| <b>Courses Taught</b>           | (1) ANTH 101: Intro to General Anthropology  |
| <b>Publications</b>             | (3) Price, Charles. <i>Collaborations Count: Promoting Community Organizing</i> . Ford Foundation, 2009.<br>Price, Charles. "Neoliberal Stories of Racial Redemption: A Continuing Saga Ready for a New Plot." <i>Dialectical Anthropology</i> 32:243-247. 2008. |

### Valerie Pruvost

Teaching Associate Professor in French

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2003   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | 2002: PhD, Romance Languages- French, UNC  |
| <b>Pedagogy</b>                 | Performance-based language training: Dey110 Resources and Training Portal.   |
| <b>Specialization</b>           | 17th-18th century French Theater and Law; French culture   |
| <b>Languages</b>                | French (5)   |
| <b>Time Dedicated to Europe</b> | 75-100%  |
| <b>Distinctions</b>             | Order of the Grail-Valkyries, inducted in 2016;<br>Outstanding Advising Award: Certificate of Merit recipient in the Faculty Advising category, National Academic Advising Association (NACADA) 2012 Frank Porter Graham Honor Society, regular member, inducted in 2001 |
| <b>Experience Overseas</b>      | France (country of origin)   |
| <b>Courses Taught</b>           | (2) FREN 310: Conversation and Composition; FREN 350: Advanced Written and Oral French   |

## Appendix 1: Curriculum Vitae and Position Descriptions

### William Race

George L. Paddison Professor of Classics

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1996   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1973: PhD, Classics, Stanford University   |
| <b>Pedagogy</b>                 | Performance-based language training: Dey110 Resources and Training Portal.   |
| <b>Specialization</b>           | Greek and Latin poetry, rhetoric, and the classical tradition  |
| <b>Time Dedicated to Europe</b> | 25-50%   |
| <b>Distinctions</b>             | Vanderbilt University Research Council Grant, Outstanding Graduate Teacher Award, J. Carlyle Sitterson Teaching award for Excellence in Freshman Teaching  |
| <b>Dissertations</b>            | 16   |
| <b>Courses Taught</b>           | (2) CLAS 391: Junior Seminar; GREK 901: Greek Seminar  |
| <b>Recent Publications</b>      | (7) Race, William. "The Art and Rhetoric of Lucian's Hippias," <i>Mnemosyne</i> . 70 223-239. 2017.<br>Race, William. "Phaeacian Therapy in Homer's Odyssey," <i>Combat Trauma and the Ancient Greeks</i> . Palgrave. pp. 47-66. 2014. |

### Donald Raleigh

Distinguished Professor of History and Director of the Center for Slavic, Eurasian, and East European Studies

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1988   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1978: PhD, Russian History, Indiana University   |
| <b>Specialization</b>           | Russian and Eastern European History   |
| <b>Languages</b>                | Bulgarian (1); French (2); German (1); Russian (5)   |
| <b>Time Dedicated to Europe</b> | 50-100%  |
| <b>Distinctions</b>             | 2016: Faculty Excellence Award in Doctoral Mentoring.<br>2013 - 2013 Short List for Pushkin House Prize (for "Soviet Baby Boomers")  |
| <b>Experience Overseas</b>      | 1977 - 1978 Council for International Exchange of Scholars, Program Officer for USSR (Administered Fulbright Program with USSR)  |
| <b>Dissertations</b>            | 12   |
| <b>Courses Taught</b>           | (1) HIST 783: Russian and East European History  |
| <b>Recent Publications</b>      | (10) Raleigh, Donald and Pavlinek, Petr. <i>Environmental Transitions: Post-Communist Transformations and Ecological Defense in Central and Eastern Europe</i> . Routledge. 2000.<br>Raleigh, Donald. <i>Experiencing Russia's Civil War: Politics, Society, and Revolutionary Culture in Saratov, 1917-1922</i> . Princeton University Press, 2002. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Ennio Rao

Professor of Italian, Romance Studies

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1973   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1969: PhD, Italian Literature, Columbia University   |
| <b>Specialization</b>           | Italian Renaissance Literature   |
| <b>Languages</b>                | Italian (5)  |
| <b>Time Dedicated to Europe</b> | 50-100%  |
| <b>Distinctions</b>             | Faculty Mentoring Award (2016)   |
| <b>Experience Overseas</b>      | Italy (country of origin)  |
| <b>Dissertations</b>            | 9  |
| <b>Courses Taught</b>           | (5) ITAL 241: Italian Renaissance Literature in Translation; ITAL 330: Italian Civilization I; ITAL 526: History of the Italian Language; ITAL 994: Doctoral Research and Dissertation; ROML 830: Seminar in Romance Languages |
| <b>Recent Publications</b>      | (5) Rao, Ennio. "The Humanistic Invective: Mode, Genre, or Meta-Genre?" <i>In Savage Worlds: Invectives as a Literary Genre</i> . Edited by Ciavolella, Massimo and Rizzo, Gianluca. Agincourt Press, 140-152. 2016.           |

### Peter Redfield

Professor of Anthropology

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1999   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1995: PhD, Anthropology, University of California-Berkeley   |
| <b>Specialization</b>           | Anthropology of Science, Technology and Medicine; Humanitarianism and Human Rights; Colonial History;  |
| <b>Languages</b>                | Portuguese (1); Slovak (1); French (3)   |
| <b>Time Dedicated to Europe</b> | 25-50%   |
| <b>Distinctions</b>             | 2014 Academic Excellence Award, UNC Institute for the Arts and Humanities  |
| <b>Experience Overseas</b>      | UK, France, French Guiana, Netherlands, Belgium, Uganda, Czech and Slovak Republics, Switzerland   |
| <b>Dissertations</b>            | 4  |
| <b>Courses Taught</b>           | (2) ANTH 147: Comparative Healing Systems; ANTH / PWAD 280: Anthropology of War and Peace  |
| <b>Recent Publications</b>      | (20) Redfield, Peter. "On Band-Aids and Magic Bullets." <i>Limn 9, Little Development Devices/Humanitarian Goods</i> . 2018.<br>Redfield, Peter. "Metrics: What Counts in Global Health. Vincanne Adams, Ed., Durham: Duke University Press, 2016, 258 Pp: Book Review." <i>Medical Anthropology Quarterly</i> . 2017. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Kevin Reese

Teaching Assistant Professor of Germanic and Slavic Language and Literature

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2010  |
| <b>Tenure Status</b>            | Not Tenure Track  |
| <b>Education</b>                | 2010: PhD, Slavic Languages and Literatures, UNC  |
| <b>Pedagogy</b>                 | Performance-based language training: Dey110 Resources and Training Portal.  |
| <b>Specialization</b>           | 20th-century Russian/Soviet Literature, Soviet Science Fiction, Science and Mathematics in Literature, Translation  |
| <b>Languages</b>                | Russian (4)   |
| <b>Time Dedicated to Europe</b> | 25-50%  |
| <b>Experience Overseas</b>      | Russia  |
| <b>Courses Taught</b>           | (3) GSLL 82: Doctor Stories; RUSS 270: Russian Literature from Pushkin to Chekhov; RUSS 275: Russian Fairy Tale   |
| <b>Recent Publications</b>      | (8) Reese, Kevin. <i>A Homemade Telescope: Cosmology and Astronomy in the Works of the Strugatskii Brothers</i> . Academic Studies Press, 2018.<br>Reese, Kevin. "Imagination and Realism in Soviet Science Fiction: Siniavsky's 'Bez skidok' and Terts's 'Pkhents'," <i>Slavic and East European Journal</i> vol. 52, no. 3, 2008. |

### Charles DC Reeve

Delta Kappa Epsilon Distinguished Professor of Philosophy

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2001   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1980: PhD, Philosophy, Cornell University  |
| <b>Specialization</b>           | Ancient Greek philosophy, ethics, metaphysics,   |
| <b>Time Dedicated to Europe</b> | 50-75%   |
| <b>Distinctions</b>             | Tanner Award for Excellence in Undergraduate Teaching  |
| <b>Experience Overseas</b>      | Irish Citizen  |
| <b>Dissertations</b>            | 8  |
| <b>Courses Taught</b>           | (4) PHIL 51: Who was Socrates?; PHIL 112: Making Sense of Ourselves; PHIL 411: Aristotle; PHIL 412: Plato  |
| <b>Recent Publications</b>      | (9) Reeve, Charles. <i>Aristotle: Metaphysics</i> . Hackett. 2016.<br>Reeve, Charles. <i>Aristotle: Nicomachean Ethics</i> . Hackett, 2014.<br>Reeve, Charles. <i>Aristotle on Practical Wisdom: Nicomachean Ethics VI</i> . Cambridge, Mass: Harvard University Press, 2013.<br>Reeve, Charles. "Aristotle's Philosophical Method," in the <i>Oxford Handbook of Aristotle</i> . 2012.<br>Reeve, Charles. "Replicant Love: <i>Blade Runner</i> Voight-Kampffed," in <i>Philosophers on Film: Blade Runner</i> . (2015). |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Donald Reid

Professor of History

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1981   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1981: PhD, History, Stanford University  |
| <b>Specialization</b>           | French political, social and cultural history, 1815-present  |
| <b>Languages</b>                | French (3)   |
| <b>Time Dedicated to Europe</b> | 50-75%   |
| <b>Distinctions</b>             | Recipient of the Kirby Prize, awarded by the South Central Modern Language Association (2010)  |
| <b>Dissertations</b>            | 2  |
| <b>Courses Taught</b>           | (3) HIST 85 / 85H: What Concentration Camp Survivors Tell Us; HIST 140: Contemporary World Since 1945; HIST 256: France, 1940 to the Present   |
| <b>Recent Publications</b>      | (9) Reid, Donald. <i>Opening the Gates: The Lip Affair, 1968-1981</i> . Verso Books. 2018.<br>Reid, Donald. "The Red and the Black: Marie-Noëlle Thibault and the Novels of Dominique Manotti," <i>French Cultural Studies</i> 24:3, 1-12. 2015. |

### Andrew Reynolds

Professor of Political Science

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2001   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1996: PhD, Political Science, University of California- San Diego  |
| <b>Specialization</b>           | Democratic design; ethnic conflict; plural societies; Africa,  |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | LGBTQ Representation and Rights Research Initiative; Course Development Award; Academic Leadership Program; Freeman Course Development Award; Field Research Grant; Harold D. Lasswell Award   |
| <b>Experience Overseas</b>      | UN, Afghanistan, Angola, Burma, Fiji, Guyana, Indonesia, Iraq, Jordan, Lebanon, Liberia, Mongolia, Northern Ireland, Sierra Leone, the Sudan, South Africa, Yemen, Ukraine   |
| <b>Dissertations</b>            | 6  |
| <b>Courses Taught</b>           | (3) POLI 67: Designing Democracy; POLI 130: Introduction to Comparative Politics; POLI 431: African Politics and Societies   |
| <b>Recent Publications</b>      | (12) Reynolds, Andrew. <i>The Children of Harvey Milk: How LGBTQ Politicians Changed the World</i> . Oxford University Press. 2018.<br>Reynolds, Andrew; Norris, Pippa; and Elklit, Jørgen . "When do elections fail? Methods and Evidence." <i>Advancing Electoral Integrity</i> . Oxford University Press, 2014. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### David Richardson

Associate Professor of Epidemiology

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2009   |
| <b>Tenure Status</b>            | Tenure Track   |
| <b>Education</b>                | 1997: PhD, Epidemiology, UNC   |
| <b>Specialization</b>           | Managing disease through linking electronic data within the Research and Innovation Solutions Gillings Innovation Lab  |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | Teaching Innovations Award, School of Public Health; Best Paper in Epidemiology in Occupational Health   |
| <b>Recent Publications</b>      | (20) Richardson, DB. "Occupational Epidemiology." <i>Modern Epidemiology</i> , Fourth edition. Lippincot. 2018.<br>Richardson D. "Occupational Health Risks in Nuclear Power." <i>Encyclopedia of Energy</i> , Volume 4. Academic Press/Elsevier Science, 489-496. 2014. |

### Alicia Rivero

Associate Professor of Spanish and Adjunct in Comparative Literature

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1983   |
| <b>Tenure Status</b>            | Tenure Track   |
| <b>Education</b>                | 1983: PhD, Spanish Language and Literature, Brown University   |
| <b>Specialization</b>           | Contemporary Spanish American literature, gender issues  |
| <b>Languages</b>                | Spanish (5); Portuguese (2); Italian (2); French (3); Latin (2)  |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | Research Development Grant, UNC (1990-1991)  |
| <b>Experience Overseas</b>      | Venezuela, France, England, Spain, Cuba  |
| <b>Dissertations</b>            | 9  |
| <b>Courses Taught</b>           | (1) SPAN / CMPL 745: Vanguard  |
| <b>Recent Publications</b>      | (2) Rivero, Alicia. "Carlos Fuentes' Evolution Towards Ecological Awareness in His Essays and Narratives." <i>Science, Literature, and Film in the Hispanic World</i> . Palgrave MacMillan 2009.<br>Rivero, Alicia. "La sutura sarduyana en El Cristo de la rue Jacob." <i>Hispanofila</i> 157: 159-73.2006.<br>"Heisenberg's Uncertainty Principle in Contemporary Spanish American Fiction." <i>Science and the Creative Imagination in Latin America</i> . Ed. Evelyn Fishburn and Eduardo Ortiz. UK: Institute for the Study of the Americas, University of London, School of Advanced Study, 2005. 129-50. Print. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### James Rives

Kenan Eminent Professor of Classics

|                              |   |
|------------------------------|---|
| <b>Appointment</b>           | 2006  |
| <b>Tenure Status</b>         | Tenured   |
| <b>Education</b>             | 1990: PhD, Classics, Stanford   |
| <b>Specialization</b>        | Religion in the Roman Empire  |
| <b>Languages</b>             | French (2); German (2); Italian (2)   |
| <b>Time Dedicated Europe</b> | 75-100%   |
| <b>Distinctions</b>          | Directeur d'Études Invité, Section des Sciences<br>Religieuses, École Pratique des Hautes Études, Paris   |
| <b>Experience Overseas</b>   | England   |
| <b>Dissertation</b>          | 4   |
| <b>Courses Taught</b>        | (2) CLASS 131 / 131H: Classical Mythology; LATN 780:<br>The Roman Novel   |
| <b>Recent Publications</b>   | (16) Rives, James. <i>Religion in the Roman Empire</i> .<br>Blackwell Publishing, 2007.<br>Rives, James. 'Religion in the Roman Provinces', <i>The<br/>Oxford Handbook of Roman Epigraphy</i> . Oxford University<br>Press, 420-44. 2014. |

### Paul Roberge

Professor of German Linguistics, Germanic and Slavic Language and Literature

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1985   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1980: PhD, Germanic Languages, University of Michigan  |
| <b>Pedagogy</b>                 | American Council on the Teaching of Foreign Languages<br>Training  |
| <b>Specialization</b>           | Historical linguistics; pidgin and creole languages;<br>language and society; Germanic languages;  |
| <b>Languages</b>                | Dutch (Flemish) (3); Afrikaans (5); German (5); French (3)   |
| <b>Time Dedicated to Europe</b> | 25-50%   |
| <b>Distinctions</b>             | 2007 - 2017 Professor Extraordinary of General<br>Linguistics, Stellenbosch University (South Africa)  |
| <b>Experience Overseas</b>      | South Africa   |
| <b>Dissertations</b>            | 4  |
| <b>Courses Taught</b>           | (3) GERM 216: The Viking Age; LING 541:<br>Sociolinguistics; LING 567: Structure of German   |
| <b>Recent Publications</b>      | (2) Roberge, Paul T. "Philip Durkin, the Oxford Guide to<br>Etymology. Oxford: Oxford University Press, 2009. Book<br>review." <i>English Language and Linguistics</i> 15, no. 1. 183-<br>188. 2011. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Graeme Robertson

Professor of Political Science and Director of Graduate Studies

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2004  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 2004: PhD, Political Science, Columbia University   |
| <b>Specialization</b>           | Political economy of transitions from authoritarianism  |
| <b>Languages</b>                | French (2); Russian (2)   |
| <b>Time Dedicated to Europe</b> | 50-100%   |
| <b>Distinctions</b>             | 2010 UNC Institute for the Arts and Humanities Fellowship   |
| <b>Dissertations</b>            | 5   |
| <b>Courses Taught</b>           | (3) GLBL 730: Identities and Transitions; POLI 235: Politics of the Soviet Union and its Successor States; POLI 736: Democratization Compared   |
| <b>Recent Publications</b>      | (13) Greene, Samuel and Robertson, Graeme. "Agreeable Authoritarians: Personality and Politics in Contemporary Russia," <i>Comparative Political Studies</i> . 2017.<br>Robertson, Graeme and Pop-Eleches, Grigore. "Waiting for a Fourth Wave: Structural Conditions and the Future of Democratization", <i>Journal of Democracy</i> . Vol. 26, No.3, pp. 144-156. 2015. |

### Daniel Rodriguez

Adjunct Associate Professor of City and Regional Planning

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2000   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 2000: PhD, City and Regional Planning, University of Michigan  |
| <b>Specialization</b>           | Dr. Rodríguez's research focuses on the relationships that exist between transportation systems, travel behavior and land use planning and urban development.  |
| <b>Languages</b>                | Spanish (5); Portuguese (1)  |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | Appointed Member, National Academies' Transportation Research Board Committees on Land Development, Freight Regulation, and Travel Demand Management.  |
| <b>Experience Overseas</b>      | Latin America.   |
| <b>Dissertations</b>            | 6  |
| <b>Courses Taught</b>           | (3) PLAN 714: Urban Spatial Structures; PLAN 637: Transit and Land Use Planning; PLAN 738: Transport Policy  |
| <b>Recent Publications</b>      | (6) Schwebel, D. C., Combs, T., Rodriguez, D., Severson, J., & Sisiopiku, V. "Community-based pedestrian safety training in virtual reality: A pragmatic trial." <i>Accident Analysis and Prevention</i> , 86, 9-15. 2016. |



## Appendix 1: Curriculum Vitae and Position Descriptions

### William Rohe

Distinguished Professor of City and Regional Planning

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1978   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1978: PhD, Man-Environment Relations, Pennsylvania State University  |
| <b>Specialization</b>           | Federal Housing and Community Development Policy, Urban Social Issues, Urban Revitalization in the U.S. and Europe             |
| <b>Languages</b>                | Spanish (1)  |
| <b>Time dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | Fulbright Research Scholarship to study urban revitalization in Glasgow, Scotland, January – June 2014                         |
| <b>Experience Overseas</b>      | Spain, Scotland  |
| <b>Dissertations</b>            | 10   |
| <b>Courses Taught</b>           | (2) PLAN 46: Introduction to Urbanism and Planning, PLAN 94: Futures Forecasting and Analysis                                  |
| <b>Recent Publications</b>      | (10) Rohe, William. "What Really Ails the Eurozone?: Faulty Supranational Architecture." <i>Contemporary Economics</i> . 2012. |

### Steven Rosefielde

Professor of Economics

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 1970  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1972: PhD, Economics, Harvard University  |
| <b>Specialization</b>           | Soviet/Russian economics; Asian Economic Systems; European Union and Supranationality   |
| <b>Languages</b>                | Russian (5)   |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Distinctions</b>             | Institute For the Arts and Humanities, Permanent Fellow; Parr Center for Center for Ethics (2005-).   |
| <b>Experience Overseas</b>      | Russia, Australia   |
| <b>Courses Taught</b>           | (2) ASIA / ECON 469: Western and Asian Economic Systems; ECON 468: Soviet and Post-Soviet Economic Systems  |
| <b>Recent Publications</b>      | (25) Rosefielde, Steven and Dallago, Bruno. <i>Transformation and Crisis in Central and Eastern Europe: Challenges and Prospects</i> . Routledge, 2016<br>Rosefielde, Steven; Kuboniwa, Masaaki; Haba, Kumiko; and Mizobata, Satoshi. <i>The Unwinding of the Globalist Dream: EU, Russia, China</i> . World Scientific Publishers, 2017. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Patricia Rosenmeyer

George L. Paddison Chair of Classics

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2017   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1987: PhD, Classics and Comparative Literature, Princeton  |
| <b>Specialization</b>           | Greek and Archaic Greek Poetry   |
| <b>Languages</b>                | Ancient Greek (3); Latin (3)   |
| <b>Time Dedicated to Europe</b> | 50-75%   |
| <b>Distinctions</b>             | Clare Hall Visiting Fellowship; UW Letters and Sciences Faculty Advising Award; Loeb Classical Library Foundation Fellowship; Vilas Associates Award   |
| <b>Experience Overseas</b>      | UK   |
| <b>Dissertations</b>            | 6  |
| <b>Courses Taught</b>           | (1) GREK 753: Greek Lyric Poetry   |
| <b>Recent Publications</b>      | (9) Rosenmeyer, Patricia. <i>The Language of Ruins: Greek and Latin Inscriptions on the Memnon Colossus</i> . Oxford University Press, 2018.<br>Rosenmeyer, Patricia. "Tchernikovsky's Songs of Anacreon: A Curious Literary Phenomenon", in N. Dümmler and M. Baumbach, eds., <i>Imitate Anacreon!: mimesis, poiesis, and the poetic inspiration in the Carmina Anacreontea</i> . de Gruyter. 227-54. 2014. |

### Jamie Rosenthal

Teaching Assistant Professor of English and Comparative Literature

|                                 |   |
|---------------------------------|---|
| <b>Tenure Status</b>            | Not Tenure Track  |
| <b>Education</b>                | PhD, University of California at San Diego  |
| <b>Time Dedicated to Europe</b> | 25-50%  |
| <b>Courses Taught</b>           | (3) ENGL 263: Literature and Gender: Women and Literature in the Eighteenth Century; ENGL 145: Literary Genres: Gothic Literature; ENGL 863: Seminar in Postcolonial Literature |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Christina Rudosky

Teaching Assistant Professor of Romance Studies

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2016  |
| <b>Tenure Status</b>            | Not Tenure Track  |
| <b>Education</b>                | 2015: PhD, French Literature, University of Colorado  |
| <b>Specialization</b>           | 20th and 21st century French and Francophone literature and visual art, avant-garde aesthetics, collecting, material culture, and thing theory  |
| <b>Languages</b>                | French (5)  |
| <b>Time Dedicated to Europe</b> | 75-100%   |
| <b>Courses Taught</b>           | (2) FREN 331: French Civilization II; FREN 374: Survey of French Literature IV  |
| <b>Recent Publications</b>      | (2) Rudosky, Christina. "Ghostliness: a double-take at Surrealist Art." <i>Long review of Surrealist Ghostliness</i> . Wayne State University, 57.4, 2015.<br>Rudosky, Christina. "L'atelier André Breton, une collection qui a du chien" <i>Histoires Littéraires</i> , Ed. Jean-Jacques Lefrère et Michel Pierssens. Du Lérot. Janvier. 2013. |

### Ruth Salvaggio

Professor of English and Comparative Literature

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2005   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1979: PhD, English, Rice University  |
| <b>Specialization</b>           | English Literature from 1660 to 1789,  |
| <b>Time Dedicated to Europe</b> | 75-100%  |
| <b>Distinctions</b>             | Senior Professor Outstanding Teacher Award; Fellow, Center for Programs in the Humanities; William Andrews Clark Library Resident Fellowship.  |
| <b>Dissertations</b>            | 9  |
| <b>Courses Taught</b>           | (2) ENGL 125: Introduction to Poetry; ENGL / WGST 363: Feminist Literary Theory  |
| <b>Recent Publications</b>      | (3) Salvaggio, Ruth. "The Burning Question of Poetic Form." <i>Interdisciplinary Literary Studies</i> . 10, 2. 33-42. 2009.<br>Salvaggio, Ruth. "Connecting Metamorphoses: Italo Calvino and Octavia Butler," <i>Afro-Future Females: Black Writers Chart Science Fiction's Newest Wave Territory</i> , ed. Marleen Barr. Ohio State Univ. 2008. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Geoffrey Sayre-McCord

Morehead-Cain Alumni Distinguished Professor of Philosophy

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 1985  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1986: PhD, Philosophy, University of Pittsburgh   |
| <b>Specialization</b>           | Moral theory, epistemology and modern philosophy  |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Distinctions</b>             | Rajkumar Faculty Fellowship, Carolina Asia Center;<br>Visiting Fellowship at the Australian National University   |
| <b>Experience Overseas</b>      | Scotland  |
| <b>Dissertations</b>            | 7   |
| <b>Courses Taught</b>           | (2) PHIL 160: Introduction to Ethics; PHIL 462:<br>Contemporary Moral Philosophy  |
| <b>Recent Publications</b>      | (5) Sayre-McCord, Geoffrey. <i>Philosophy, Politics, and Economics</i> , co-edited with Jonathan Anomaly, Geoffrey Brennan, and Michael Munger. Oxford University Press, 2016.<br>Sayre-McCord, Geoffrey. "Hume on the Artificial Virtues," <i>Oxford Handbook of David Hume</i> , edited by Russell, Paul. Oxford University Press, pp. 435-469. 2016.<br>Sayre-McCord, Geoffrey. "Voting and Causal Responsibility," with Brennan, Geoff, in <i>Oxford Studies in Political Philosophy</i> , edited by Sobel, David; Vallentyne, Peter; and Wall, Steven. Oxford University Press, 2015, pp. 36-59. |

### John Scarry

Research Associate Professor of Anthropology

|                                 |   |
|---------------------------------|---|
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1984: PhD, Anthropology, Case Western Reserve University  |
| <b>Specialization</b>           | Archaeology; North America; Chiefdoms   |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Courses Taught</b>           | (2) ANTH 101: Intro to General Anthropology;<br>ANTH 151: Anthropological Perspectives on Food and Culture  |
| <b>Recent Publications</b>      | (1) <i>In Between Contacts and Colonists: Protohistoric Archaeology in the Southeastern United States</i> , edited by Cameron Wesson and Mark Rees. University of Alabama Press. pp. 142-169. 2002. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Donald Searing

Burton Craige Professor of Political Science

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 1967  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1967: PhD, Political Science, Washington University   |
| <b>Specialization</b>           | Comparative politics, political psychology  |
| <b>Languages</b>                | Spanish (1); French (3)   |
| <b>Time Dedicated to Europe</b> | 75-100%   |
| <b>Distinctions</b>             | Leverhulme Foundation Research Professorship;<br>Guggenheim Fellow; Arts and Humanities Foundation<br>Fellow; Kenan Fellow  |
| <b>Experience Overseas</b>      | Ongoing research and study in Great Britain.  |
| <b>Dissertations</b>            | 8   |
| <b>Courses Taught</b>           | (2) POLI 215: Political Psychology; POLI 432: Tolerance<br>in Liberal States  |
| <b>Recent Publications</b>      | (6) Searing, Donald. "Forward." <i>Bringing Legislative Roles<br/>Back In</i> . Magnus Blomgren and Olivier Rozenberg (eds),<br>Routledge. 2009.<br>Searing, Donald. "Virtues and Vices of Liberal Democratic<br>Leadership." <i>Political Leadership in Liberal and<br/>Democratic Theory</i> . Co-authored with Marco Steenbergen.<br>In Joseph Femia, Andras Korosenyi and Gabriella Slomp<br>(eds). Academic Imprint, 2010, 125-150.<br>Searing, Donald D.; Solt, Fred; Conover, Pamela; and<br>Crewe, Ivor. "Public Discussion in the Deliberative<br>System. Does it Make Better Citizens?" <i>British Journal of<br/>Political Science</i> . 37, 4, 587-618. 2007. |

### Catherine Shade

Teaching Assistant Professor of Spanish

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2007   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | 2007: PhD, Hispanic Literature, UNC  |
| <b>Pedagogy</b>                 | Performance-based language training: Dey110 Resources<br>and Training Portal.  |
| <b>Specialization</b>           | Teaching Spanish   |
| <b>Languages</b>                | Spanish (5)  |
| <b>Time Dedicated to Europe</b> | 25-50%   |
| <b>Courses Taught</b>           | Span 100: Elementary Spanish Review; SPAN 101:<br>Elementary Spanish; SPAN 102: Elementary Spanish;<br>SPAN 204: Intermediate Spanish; SPAN 265: Spanish<br>Language and Culture for the Professions |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Yaron Shemer

Associate Professor of Asian Studies

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2008   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 2005: PhD, Radio-Television-Film, University of Texas at Austin  |
| <b>Specialization</b>           | Jewish Studies   |
| <b>Languages</b>                | Hebrew (5); Arabic (2)   |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | Stanford Humanities Center Fellowship; Junior Faculty Development Award, ACLS/SSRC/NEH International and Area Studies Fellowship; Faculty Curriculum Development Award, Foreign Languages and Area Studies Fellowship for Arabic; Texas Blazers' Teaching Award. CINE Eagle Award; 2nd Place in the Israeli Short Movie Competition. |
| <b>Experience Overseas</b>      | Poland, Israel   |
| <b>Dissertations</b>            | 4  |
| <b>Courses Taught</b>           | (3) CMPL 144: Film Culture; JWST 357: The Arab-Jews: Culture, Community and Coexistence; JWST 436: Language, Exile, and Homeland in Zionist Thought and Practice   |
| <b>Recent Publications</b>      | (3) Shemer, Yaron. <i>Identity, Place, and Subversion in Contemporary Mizrahi Cinema in Israel</i> . The University of Michigan Press, 2013.   |

### Daniel Sherman

Lineberger Distinguished Professor of Art and Art History

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2008  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1985: PhD, History, Yale University   |
| <b>Specialization</b>           | Modern European Cultural History; Modern France; Critical Museum Studies  |
| <b>Languages</b>                | French (5)  |
| <b>Time Dedicated to Europe</b> | 75-100%   |
| <b>Distinctions</b>             | Bernstein Fellowship, Institute for the Arts and Humanities, UNC, Spring 2017   |
| <b>Experience Overseas</b>      | France  |
| <b>Dissertations</b>            | 1   |
| <b>Courses Taught</b>           | (3) ARTH 284: Modernism II: 1905-1960; ARTH / HIST 514: Museums, Monuments, and Collective Memory in the Modern Era; ARTH 777: Colonialism and European Visual Culture, 1800-1990 |
| <b>Recent Publications</b>      | (10) Sherman, Daniel. "Behind the Blue Shield: UNESCO and the Protection of Monuments in the 1950s," <i>Art et Sociétés: La Lettre du Séminaire</i> , no. 71, 2015.               |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Sarah Shields

Professor of History

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 1993  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1986: PhD, History, University of Chicago   |
| <b>Specialization</b>           | Nationalism in the Middle East; Islamic civilization  |
| <b>Languages</b>                | Arabic, North Levantine (1); French (3); Turkish, Modern (3); Turkish, Ottoman (3)  |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Distinctions</b>             | Bowman and Gordon Gray Distinguished Term Professorship, 2010-2015  |
| <b>Experience Overseas</b>      | Syria, Turkey and Iraq.   |
| <b>Dissertations</b>            | 3   |
| <b>Courses Taught</b>           | (1) HIST 276: Modern Middle East  |
| <b>Recent Publications</b>      | (8) Shields, Sarah. "Forced Migration as Nation-Building: The League of Nations, Minority Protection, and the Greek-Turkish Population Exchange," <i>Journal of the History of International Law</i> 18, 120-145. 2016. |

### Stanislav Shvabrin

Assistant Professor of Russian

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2013   |
| <b>Tenure Status</b>            | Tenure Track   |
| <b>Education</b>                | 2007: PhD, Russian Literature, University of California at Los Angeles   |
| <b>Pedagogy</b>                 | Performance-based language training: Dey110 Resources and Training Portal.   |
| <b>Specialization</b>           | Literature and Culture of Russian Diasporas  |
| <b>Languages</b>                | Russian (5); French (2)  |
| <b>Time Dedicated to Europe</b> | 25-50%   |
| <b>Distinctions</b>             | Personal Stipend in Honor of Academician G.A. Razuvaev   |
| <b>Courses Taught</b>           | (5) CMPL 477: Vladimir Nabokov: Life and Art; GSLL 84: Terror of the People: Terrorism in Russian Literature and History; RUSS 250: Introduction to Russian Literature; RUSS 455: 20th Century Russian Literature and Culture; RUSS 460: Russian Short Story         |
| <b>Recent Publications</b>      | (10) Shvabrin, Stanislav. "'And if my private universe scans right...': Semantics of Meter in Vladimir Nabokov's Poetry – and Worldview." <i>Nabokov Upside Down</i> . Edited by Brian Boyd and Marijeta Bozovic. Northwestern University Press, 2017: 169-184. 2017 |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Jay Smith

Professor of History

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1990   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1990: PhD, History, University of Michigan   |
| <b>Specialization</b>           | France 1550-1815   |
| <b>Languages</b>                | French (3); German (3)   |
| <b>Time Dedicated to Europe</b> | 50-75%   |
| <b>Distinctions</b>             | American Philosophical Society, Franklin Research Grant, 2015  |
| <b>Experience Overseas</b>      | Belgium  |
| <b>Dissertations</b>            | 4  |
| <b>Courses Taught</b>           | (7) HIST 84H: Murder, Monsters, and Mayhem in Microhistorical Analysis; HIST 151: History of Western Civilization to 1650; HIST 158: Early Modern Europe, 1500-1815; HIST 309: Old Regime France, 1661-1787; HIST 310: The French Revolution; HIST 711: Colloquium in Early Modern European History; HIST 712: Colloquium in Modern European History |
| <b>Recent Publications</b>      | (6) Smith, Jay. "Dreadful Enemies: The Beast, the Hyena, and Natural History in the Enlightenment," <i>Modern Intellectual History</i> . 13, 33-61. 2016.  |

### Jennifer Smith

Associate Professor of Linguistics

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2001   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 2002: PhD, Linguistics, University of Massachusetts  |
| <b>Specialization</b>           | Linguistics, Phonological Representation, positional effects in phonology  |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | 2017 Institute for the Arts and Humanities Schwab Academic Excellence Award; Chapman Family Fellowship; Faculty Travel Grant; Faculty Partners Grant; Jacob K. Javits Fellowship; LSA Summer Linguistics Institute Fellowship  |
| <b>Dissertations</b>            | 2  |
| <b>Courses Taught</b>           | (1) LING 202: Linguistic Variation and Language Change   |
| <b>Recent Publications</b>      | (12) Pinta, J and Smith, J. "Spanish loans and evidence for stratification in the Guaraní lexicon." <i>Guaraní Linguistics in the 21st Century</i> , 285-314. Leiden: Brill. 2017.<br>Smith, Jennifer. "Sonority variation in Stochastic Optimality Theory: Implications for markedness hierarchies." In Steve Parker (ed.), <i>The Sonority Controversy</i> , 167-194. Berlin: De Gruyter Mouton. 2012. |



## Appendix 1: Curriculum Vitae and Position Descriptions

### Timothy Sparks

Teaching Assistant Professor of Music

**Tenure Status** Not Tenure Track  
**Education** 1991: MA, Eastman School of Music  
**Specialization** Music, Performance and Literature  
**Languages** Italian (3); French (3); German (3)  
**Time Dedicated to Europe** 25-50%  
**Courses Taught** (3) MUSC 123: Diction I: English & Italian; MUSC 124: Diction II: French; MUSC 125: Diction III: German  
**Recent Publications** (1) *Das Lied von der Erde*, Gustav Mahler Jan 25, 2011. Centaur Records. Timothy W. Sparks, tenor. Ellen Williams, mezzo-soprano. Duraleigh Chamber Players. Scott Tilley, conductor.

### Jeff Spinner-Halev

Kenan Eminent Professor of Political Ethics

**Appointment** 2005  
**Tenure Status** Tenured  
**Education** 1992: PhD, Political Science, University of Michigan  
**Specialization** Contemporary political thought; Democratic theory and practice; History of political thought; Racial, ethnic and national identity; Politics, religion and political thought  
**Time Dedicated to Europe** 25-50%  
**Distinctions** Abbey Fellow, UNC, 2013-present; College of Arts and Sciences Interdisciplinary Initiative Award, University of North Carolina, 2009; Faculty Fellowship, Institute for Advanced Studies, Hebrew University of Jerusalem, 2004  
**Experience Overseas** Southeast Asia and Eastern Europe.  
**Dissertations** 1  
**Recent Publications** (6) Spinner-Halev, Jeff. "Liberalism, Markets and Responsibility." *Journal of Politics*. 2017.  
 Spinner-Halev, Jeff. "Choosing and Caring: Markets and Their Limits." *Perspectives on Politics* 12.02: 449-54. 2014  
 Spinner-Halev, Jeff. "Uncertain Theoretical Foundations of Cultural Rights." *Two Homelands*, 2016.  
 Spinner-Halev, Jeff. *Minorities Within Minorities*. Cambridge University Press. 2005.  
 Spinner-Halev, Jeff. *Surviving Diversity: Religion and Democratic Citizenship*. Johns Hopkins University Press, 2000.  
 Spinner-Halev, Jeff. *The Boundaries of Citizenship: Race, Ethnicity, and Nationality in the Liberal State*. Johns Hopkins University Press, 1992.

## Appendix 1: Curriculum Vitae and Position Descriptions

### Niklaus Steiner

Director for the Center for Global Initiatives

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1998   |
| <b>Tenure Status</b>            | Tenure Track   |
| <b>Education</b>                | 1998: PhD, Political Science, Northwestern University  |
| <b>Specialization</b>           | Asylum and Refugee Policies, International Migration   |
| <b>Languages</b>                | French (2); German (5)   |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | 2014-ongoing Inducted into the Order of the Old Well   |
| <b>Experience Overseas</b>      | Member: Global Economic Competitiveness Committee of the NC Economic Development Board.  |
| <b>Dissertations</b>            | 5  |
| <b>Courses Taught</b>           | (1) POLI 255: International Migration and Citizenship Today  |
| <b>Recent Publication</b>       | (1) Steiner, Niklaus; Mason, Robert and Hayes, Anna. <i>Migration and Insecurity: Citizenship and Social Inclusion in a Transnational Era</i> . Routledge, 2012. |

### Lynda Stone

Samuel M. Holton Distinguished Professor of Education

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2003  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1991: PhD, Education, Stanford University   |
| <b>Specialization</b>           | Curriculum and Teacher Education  |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Distinctions</b>             | President of John Dewey Society   |
| <b>Courses Taught</b>           | (2) EDUC 521: Schools and Cultures I ; EDUC 522: Schools and Cultures II  |
| <b>Recent Publications</b>      | Stone, L. "Indicators of crisis: Philosophical considerations of contemporary issues for education." <i>Teachers College Press</i> . 2012.<br>Thayer-Bacon, B., Stone, L., and Sprecher, K. (Eds.). <i>Classic and contemporary readings in education feminism</i> . State University of New York Press. 2012.<br>Stone, L. and Marshall, J. "Essays for education in poststructuralist veins." <i>Sense Publications</i> . 2011.<br>Stone, Lynda. "Intellectual Encounters: A Case of Kuhn and Foucault for Intelligibility." <i>Studies in Philosophy and Education</i> 2011. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### **Tatiana String**

Associate Professor of Art

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2010   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1996: PhD, Art History, University of Texas at Austin  |
| <b>Specialization</b>           | European Art, 1400-1700  |
| <b>Languages</b>                | French (3)   |
| <b>Time Dedicated to Europe</b> | 75-100%  |
| <b>Distinctions</b>             | Elected a Fellow of the Society of Antiquaries of London, 2009; Delivered the annual Fr. R.J. Southwell Lecture, Fordham University, October 2011; Invited to serve as the Inaugural Chair of the Ackland Art Museum's Academic Advisory Committee |
| <b>Experience Overseas</b>      | UK   |
| <b>Dissertations</b>            | 12   |
| <b>Courses Taught</b>           | (4) ARTH 55H: Art, Gender, and Power in Early Modern Europe; ARTH 152: History of Western Art II; ARTH 279: The Arts in England, 1450-1650; ARTH 457: Studies in the History of Graphic Art  |
| <b>Recent Publications</b>      | (9) String, Tatiana. "The Great Bible", <i>Encyclopedia of the Bible and its Reception</i> , ed. D.C. Allison Jr., C. Helmer, V. Leppin, C-L. Seow, H. Spieckermann, B.D. Walfish, E.J. Ziolkowski, Vol. 10, De Gruyter, 2015.                     |

### **Randall Styers**

Associate Professor and Department Chair of Religious Studies

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2001   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1984: JD, Yale Law School; 1997: PhD, Religion and Culture, Duke University  |
| <b>Specialization</b>           | Religion in modernity  |
| <b>Languages</b>                | French (3); German (2); Greek (1); Latin (1)   |
| <b>Time Dedicated to Europe</b> | 50-75%   |
| <b>Distinctions</b>             | University Distinguished Teaching Award for Post-Baccalaureate Instruction, UNC, 2012; Institute for the Arts and Humanities Academic Leadership Fellow, UNC, 2012-2013  |
| <b>Experience Overseas</b>      | England  |
| <b>Dissertations</b>            | 4  |
| <b>Courses Taught</b>           | (1) RELI 138: Religious Freedom  |
| <b>Recent Publications</b>      | (9) Edward Bever and Randall Styers, eds., <i>Magic in the Modern World: Strategies of Repression and Legitimization</i> . The Penn State University Press, 2017.<br>Styers, Randall. "Religion and Cultural Theory," <i>Critical Research on Religion</i> 1(1) (2013): 72-79. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Richard Talbert

William Rand Kenan Jr. Professor of History

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 1988  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1972: PhD, History, Cambridge University  |
| <b>Specialization</b>           | Ancient History, Roman; Cartography and Worldview   |
| <b>Language</b>                 | Greek (3); Latin (3)  |
| <b>Time Dedicated to Europe</b> | 50-75%  |
| <b>Distinctions</b>             | School of Historical Studies, Institute for Advanced Study, Princeton, 1978-1979<br>American Council of Learned Societies senior fellowship   |
| <b>Experience Overseas</b>      | Italy   |
| <b>Dissertations</b>            | 6   |
| <b>Courses Taught</b>           | (5) HIST 106: Ancient History; 226: History of Rome; HIST 425: Rome; HIST 427: Early Roman Empire; HIST 428: Late Roman Empire  |
| <b>Recent Publications</b>      | (10) Talbert, Richard. <i>Mercury's Wings: Exploring Modes of Communication in the Ancient World</i> . Oxford University Press. 2017.<br>Talbert, Richard. <i>Roman Portable Sundials: The Empire in Your Hand</i> . Oxford University Press, 2017. |

### Jessica Tanner

Assistant Professor of French, Romance Studies

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2013  |
| <b>Tenure Status</b>            | Tenure Track  |
| <b>Education</b>                | 2013: PhD, Romance Languages and Literatures, Harvard University  |
| <b>Specialization</b>           | 18th-century French literature and culture, urban studies   |
| <b>Languages</b>                | French (3); Spanish (3); Italian (2); Catalan (1)   |
| <b>Time Dedicated to Europe</b> | 75-100%   |
| <b>Distinctions</b>             | Research and Study Assignment, Department of Romance Studies, Spring 2017.  |
| <b>Experience Overseas</b>      | Extensive experience abroad in France   |
| <b>Dissertations</b>            | 2   |
| <b>Courses Taught</b>           | (3) FREN 286: Food for Thought: The Culture of Cuisine in Modern France; FREN 272: Survey of French Literature III; FREN 515: Social Networks: Technology and Community in Modern France  |
| <b>Recent Publications</b>      | (11) Tanner, Jessica and Escolar, Marisa. "Spaces of Conflict, Spaces in Conflict (Introduction)." <i>Romance Notes</i> 55.3. 2015.<br>Tanner, Jessica. "Turning Tricks, Turning the Tables: Plotting the Brasserie à femmes in Tabarant's <i>Virus d'amour</i> ." <i>Nineteenth-Century French Studies</i> .41.3. 255-271. 2013. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Eren Tasar

|                                 |  |
|---------------------------------|--|
|                                 | Assistant Professor of History   |
| <b>Appointment</b>              | 2013   |
| <b>Tenure Status</b>            | Tenure Track   |
| <b>Education</b>                | 2013: PhD, History, Harvard University   |
| <b>Specialization</b>           | Central Asian History, Uzbekistan  |
| <b>Languages</b>                | French (2); Kirghiz (Kyrgyz) (2); Russian (5); Tajiki (Tajik) (2); Turkish, (5); Uyghur (Uighur) (2); Uzbek (5)  |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Experience Overseas</b>      | Kyrgyzstan, Uzbekistan   |
| <b>Courses Taught</b>           | (1) HIST 140: Contemporary World Since 1945  |
| <b>Recent Publications</b>      | (3) Tasar, Eren. "Soviet Policies toward Islam: domestic and international considerations" in Phillip Muehlenbeck, ed. <i>Religion and the Cold War: A Global Perspective</i> . Vanderbilt University Press, 2012.<br>Tasar, Eren. "Islamically informed Soviet Patriotism in postwar Kyrgyzstan," <i>Cahiers du monde Russe</i> . 52/2-3. 2011. |

### Kristine Taylor

|                                 |   |
|---------------------------------|---|
|                                 | Teaching Assistant Professor of Portuguese, Romance Studies   |
| <b>Appointment</b>              | 2009  |
| <b>Tenure Status</b>            | Not Tenure Track  |
| <b>Education</b>                | 2001: MA, Portuguese Language and Culture, University of Copenhagen   |
| <b>Pedagogy</b>                 | American Council on the Teaching of Foreign Languages Training  |
| <b>Specialization</b>           | Foreign language teaching techniques, translation, cinema and Mozambican cultural production                                |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Languages</b>                | Portuguese (5)  |
| <b>Distinctions</b>             | Recipient, Scholarship for Foreigners, University of Coimbra (Portugal)   |
| <b>Experience Overseas</b>      | Denmark   |
| <b>Courses Taught</b>           | (2) PORT 388: Portuguese, Brazilian, and African Identity in Film, Elementary Portuguese; PORT 204: Intermediate Portuguese |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Todd Taylor

Norman and Dorothy Eliason Distinguished Professor of English and Comparative Literature

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1997   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1997: PhD, English, University of South Florida  |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Specialization</b>           | Rhetoric, Composition, and Literacy  |
| <b>Distinctions</b>             | Friday Award for Excellence in Undergraduate Teaching;<br>Chapman Award for Excellence in Teaching   |
| <b>Recent Publications</b>      | (10) Taylor, Todd and Walker, Janice. <i>The Columbia Guide to Online Style</i> . 2 <sup>nd</sup> ed. Columbia University Press. 2007.<br>Taylor, Todd. "Design, Delivery, and Narcolepsy." <i>Delivering College Composition</i> . Ed. Yancy, Kathleen. Heinemann/Boynton Cook. 2006.<br>Taylor, Todd. "If He Catches You, You're Through: Coyotes and Visual Ethos." <i>The Language of Comics: Word and Image</i> . Ed. Robin Varnum and Christina T. Gibbons. Jackson: University of Mississippi Press, 2001. 40-59. |

### Neal Thomas

Assistant Professor of Communication

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2012  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 2011: PhD, Communication Studies, McGill University   |
| <b>Specialization</b>           | Critical informatics, science and technology studies  |
| <b>Time Dedicated to Europe</b> | 25-50%  |
| <b>Distinctions</b>             | Woody Durham Fellow; Media @ McGill Completion Scholarship; Media @ McGill Merit Scholarship; Max Sterne Recruitment Fellowship; AHCS Entrance Scholarship  |
| <b>Experience Overseas</b>      | Canada  |
| <b>Courses Taught</b>           | (2) COMM 140: Intro to Media History, Theory and Criticism; COMM 450: Media and Popular Culture   |
| <b>Recent Publications</b>      | (3) Thomas, Neal. "A Conceptual Model for Peer-to-Peer Interactive Television" at the Future TV Workshop at the 6th International Conference on Intelligent Tutoring Systems – San Sebastian, Spain. 2012.<br>Neal, Thomas and Hopkins, Julian. "Fielding Networked Marketing: Technology and Authenticity in the Monetization of Malaysian Blogs", <i>Nexus: New Directions in Internet Research</i> . Peter Lang. p.139-156. 2011 |

## Appendix 1: Curriculum Vitae and Position Descriptions

### James Thompson

Assistant Chair and Professor of English and Comparative Literature

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 1982  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1978: PhD, English, University of Florida   |
| <b>Specialization</b>           | British Literature  |
| <b>Languages</b>                | French (3); Lingala (2)   |
| <b>Time Dedicated to Europe</b> | 50-75%  |
| <b>Experience Overseas</b>      | England.  |
| <b>Courses Taught</b>           | (4) ENGL 331: 18th Century British Literature; ENGL 333: 18th Century British Fiction; ENGL 340: Studies in Jane Austen; ENGL 835: 18th Century Fiction   |
| <b>Recent Publications</b>      | (4) Thompson, James. <i>Jane Austen and Modernization: Sociological Readings</i> . Palgrave Macmillan, 2015.<br>Thompson, James. "Sheridan, <i>The School for Scandal</i> , and Aggression." <i>Comparative Drama</i> 42 (2008): 89-98<br>Thompson, James. "Jane Austen and Co.: Remaking the Past in Contemporary Culture." Edited. Suzanne Pucci and James Thompson. SUNY Albany Press, 2003.<br>Thompson, James. <i>Models of Value: Eighteenth-Century Political Economy and the Novel</i> , Duke University Press, 1996. |

### Dan Thornton

Adjunct Assistant Professor of Dutch

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2000   |
| <b>Tenure Status</b>            | Tenure Track   |
| <b>Education</b>                | 2000: PhD, Dutch Literature, UNC   |
| <b>Specialization</b>           | Memories of the Holocaust in Post-1945 German, Austrian, and Dutch Literature  |
| <b>Languages</b>                | Swedish (1); Spanish (1); Russian (1); German (5); French (1); Dutch (Flemish) (5)   |
| <b>Time Dedicated to Europe</b> | 50-75%   |
| <b>Distinctions</b>             | Undergraduate Teaching Excellence Award, 2009; Center for Global Initiatives Distinguished Service Award, 2009   |
| <b>Experience Overseas</b>      | Germany; Luxembourg; Ireland; France   |
| <b>Dissertations</b>            | 2  |
| <b>Courses Taught</b>           | (1) RELI 352: Anthropology of Christianity   |
| <b>Recent Publications</b>      | (4) Thornton, Dan. <i>Dualities: Myth and the Unreconciled Past in Austrian and Dutch Literature of the 1980s</i> . Ph.D. Dissertation, 232 pp. UNC: 2000. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Silvia Tomaskova

Professor of Women's and Gender Studies

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2001   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1995: PhD, Anthropology, University of California at Berkeley  |
| <b>Specialization</b>           | Anthropology/Archaeology; Politics of the Past; History of Social Science; Women in Science  |
| <b>Languages</b>                | Slovak (5); Czech (5); Russian (5); Polish (3); German (3); French (3)   |
| <b>Time Dedicated to Europe</b> | 25-50%   |
| <b>Distinctions</b>             | 2016-18 National Geographic Society, Research Award  |
| <b>Experience Abroad</b>        | Slovak Republic; South Africa  |
| <b>Dissertations</b>            | 8  |
| <b>Courses Taught</b>           | (2) WGST 222: Women in Science; ANTH 278: Prehistoric Art  |
| <b>Recent Publications</b>      | (10) Tomaskova, Silvia. <i>Prehistoric Art: A Global Journey</i> . Oxford University Press. 2018.<br>Tomaskova, Silvia. "Seasons of difference: stone tool use and Palaeolithic seasonality in Central Europe," <i>Canadian Journal of Archaeology</i> . 2013. |

### Gabriel Trop

Associate Professor of Germanic and Slavic Language and Literature

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2010  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 2010: PhD, German and Medieval Studies, University of Berkeley  |
| <b>Specialization</b>           | Eighteenth-century German literature, poetry and poetics,   |
| <b>Languages</b>                | French (3); Italian (1); German (4); Spanish (1); Russian (2)   |
| <b>Time Dedicated to Europe</b> | 75-100%   |
| <b>Distinctions</b>             | 2017: IAH Schwab Academic Excellence Award  |
| <b>Experience Overseas</b>      | Germany   |
| <b>Dissertations</b>            | 3   |
| <b>Courses Taught</b>           | (4) GERM / PWAD 283: Freedom, Terror, and Identity: Modern Philosophy from Kant to Arendt; GERM 370: Readings in German Intellectual History; GERM 860: Topics in Aesthetics and Criticism, Music, Image, Text; GSLL 278: Music, Image, Text  |
| <b>Recent Publications</b>      | (13) Trop, Gabriel. "The Fable as Aesthetic Exercise: Lessing's Philosophy of Poetic Form." <i>Lessing Yearbook XLIII</i> . 55-76. 2016.<br>Trop, Gabriel. <i>Poetry as a Way of Life: Aesthetics and Askesis in the German Eighteenth Century</i> . Northwestern University Press, 2015. |



### Issac Unah

Associate Professor of Political Science

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2003  |
| <b>Tenured</b>                  | Not-Tenured   |
| <b>Education</b>                | 1995: PhD, Political Science, Stony Brook University  |
| <b>Specialization</b>           | Judicial Politics, Punishment Politics,<br>Regulatory & Bureaucratic Politics, Research Methods   |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Distinctions</b>             | 2005 Commencement Speaker, Tompkins Cortland<br>Community College   |
| <b>Recent Publications</b>      | (9) Unah, Issac. <i>The Supreme Court in American Politics</i> .<br>Palgrave-Macmillan Press. 2009.<br>Unah, Issac. <i>The Courts of International Trade: Judicial<br/>Specialization, Expertise, and Bureaucratic Policy Making</i> .<br>The University of Michigan Press. 1998. |

### Milada Vachudova

Associate Professor of Political Science, Jean Monnet Chair for EU Studies, Chair for the  
Curriculum in Global Studies

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2001  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1997: PhD, Politics, University of Oxford   |
| <b>Specialization</b>           | Impact of international institutions on domestic politics   |
| <b>Languages</b>                | Russian (1); Polish (1); French (5); Czech (5)  |
| <b>Time Dedicated to Europe</b> | 75-100%   |
| <b>Distinctions</b>             | Jean Monnet Chair for EU Studies, Commission of the<br>European Union, 2015.<br>XIIth Stein Rokkan Prize for Comparative Social Science<br>Research, ECPR and ISSC.   |
| <b>Experience Overseas</b>      | Spain   |
| <b>Dissertations</b>            | 10  |
| <b>Courses Taught</b>           | (5) POLI 236: Politics of East-Central Europe; POLI 438:<br>Undivided Europe; POLI 631: European Security; POLI<br>730: Comparative Political Research and Analysis: Intro to<br>Central Issues in Comparative Government; POLI 736:<br>Democratization Compared  |
| <b>Recent Publications</b>      | (12) Vachudova, Milada. "The Transformation of<br>the State in East Central Europe," for <i>The Oxford<br/>Handbook on the Transformation of the State</i> , edited by<br>Evelyn Huber, Stephan Leibfried and John Stephens,<br>Oxford University Press, 2015.<br>Vachudova, Milada. <i>Europe Undivided: Democracy,<br/>Leverage and Integration After Communism</i> . Oxford<br>University Press, 2005. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Geetha Vaidyanathan

Teaching Associate Professor in Economics

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | N/A   |
| <b>Tenure Status</b>            | Not-Tenured   |
| <b>Education</b>                | 1991: PhD, Economics, University of Kentucky  |
| <b>Specialization</b>           | International economics   |
| <b>Languages</b>                | Hindi (5); Kannada (5); Tamil (5)   |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Courses Taught</b>           | (1) ECON 460: International Economics: International Trade, Foreign Economic Politics |

### Herica Valladares

Assistant Professor in Classics

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2015   |
| <b>Tenure Status</b>            | Not-Tenured  |
| <b>Education</b>                | 2006: PhD, Classical Studies, Columbia University  |
| <b>Specialization</b>           | Late Roman republic and early empire   |
| <b>Experience Overseas</b>      | Italy  |
| <b>Time Dedicated to Europe</b> | 50-75%   |
| <b>Distinctions</b>             | Max and Marjorie S. Fisher Foundation Grant for Pedagogy; Women's Classical Caucus Award for Best Oral Presentation  |
| <b>Dissertations Supervised</b> | 2  |
| <b>Courses Taught</b>           | (2) ARTH 465: Architecture of Etruria and Rome; CLAR 476: Roman Painting   |
| <b>Recent Publications</b>      | (8) "Elegy, Art and the Viewer." <i>Companion to Roman Love Elegy</i> . Malden and Wiley-Blackwell (2012) 318–338.<br>"Fallax Imago: Ovid's Narcissus and the Seduction of Mimesis in Roman Painting." <i>Word &amp; Image</i> 27 (2011) 378–395.<br>"The Io in Correggio: Ovid and the Metamorphosis of a Renaissance Painter." In P. Mack and J. North, eds. <i>The Afterlife of Ovid</i> . London: Institute of Classical Studies, School of Advanced Study, University of London (2015) 137-159. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Dorothy Verkerk

Associate Professor of Art

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2000   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1992: PhD, Art History, Rutgers University   |
| <b>Specialization</b>           | Late Antiquity; Celtic; Early Medieval   |
| <b>Languages</b>                | French (3); German (3); Latin (3); Spanish (3)   |
| <b>Time Dedicated to Europe</b> | 50-100%  |
| <b>Experience Overseas</b>      | Canada, Morocco  |
| <b>Dissertations</b>            | 21   |
| <b>Courses Taught</b>           | (6) ARTH 151: History of Western Art I; ARTH 265: Medieval Iconography; ARTH 361: Saints in Medieval Art; ARTH 362: Early Christian Art and Modern Responses; ARTH 466: History of the Illuminated Book; ARTH 467: Celtic Art and Cultures   |
| <b>Recent Publications</b>      | (2) Verkerk, Dorothy. "Medieval Irish Art History." <i>Studies in Iconography</i> 36, <i>Journal of the Index of Christian Art</i> , Princeton University, 2015, 135-154.<br>Verkerk, Dorothy. "Feed My Sheep: Pastoral Imagery and the Bishops' Calling." <i>Image and the Episcopacy</i> , E. Gatti and S. Danielson, eds., Brepols, 2014, 158-176 |

### Richard Vernon

Teaching Associate Professor in Spanish and Portuguese

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2003   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | 2001: PhD, Hispanic Languages and Literatures, University of California Santa Barbara  |
| <b>Pedagogy</b>                 | American Council on the Teaching of Foreign Languages Training   |
| <b>Specialization</b>           | Marginal forms of Lusophone literature   |
| <b>Languages</b>                | Portuguese (5); Spanish (5)  |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | Recipient of a research grant from the Luso-American Development Foundation  |
| <b>Experience Overseas</b>      | Portugal   |
| <b>Dissertations</b>            | 5  |
| <b>Courses Taught</b>           | (1) PORT 375: Portuguese and Brazilian Fiction in Translation  |
| <b>Recent Publications</b>      | (4) Vernon, Richard. "Abandoning the Garden: the Querelle des Femmes in 18th-Century Literatura de Cordel." <i>Santa Barbara Portuguese Studies special issue</i> . Ed. Arnaldo Saraiva. 9: 102-119. 2009. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Joe Viscomi

James G. Kenan Distinguished Professor of English

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 1984  |
| <b>Tenured Status</b>           | Tenured   |
| <b>Education</b>                | 1980: PhD, English and Comparative Literature, Columbia University  |
| <b>Specialization</b>           | Nineteenth-Century British Literature; Digital Humanities   |
| <b>Time Dedicated to Europe</b> | 25-50%  |
| <b>Distinctions</b>             | 2015 UNC Research Fellowship<br>2010-13 NEH Scholarly Editions and Translation Grant for the William Blake Archive  |
| <b>Courses Taught</b>           | (4) ENGL 121: British Literature, Wordsworth to Eliot; ENGL 337H: The Romantic Revolution in the Arts; ENGL 437: Chief British Romantic Writers; ENGL 841: Seminar in 19th Century Romanticism in England   |
| <b>Recent Publications</b>      | (6) Viscomi, Joe. "The Newly Discovered <i>Adam and Eve Asleep</i> : Blake's or Copy?" <i>Blake/An Illustrated Quarterly</i> , vol. 51, no. 2. 2017.<br>Viscomi, Joe. "Signing Large Color Prints: The Significance of Blake's Signature." <i>Huntington Library Quarterly</i> , 2017: 365-402. |

### Ruth Von Bernuth

Associate Professor of Germanic and Slavic Languages and Literatures

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2008  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 2005: PhD, Medieval and Early Modern German Literature, Humboldt-Universität zu Berlin  |
| <b>Specialization</b>           | Early modern German Literature and Culture, Old Yiddish Literature, Folly Literature, Disability Studies  |
| <b>Languages</b>                | Yiddish (3); Russian (2); German (5); French (3)  |
| <b>Time Dedicated to Europe</b> | 75-100%   |
| <b>Distinctions</b>             | 2013 Alfried Krupp Junior Fellowship, Greifswald, Germany; 2012 Jewish Studies Research and Travel Grant  |
| <b>Experience Overseas</b>      | Germany   |
| <b>Courses Taught</b>           | (2) GERM / RELI 227: Luther and the Bible; GERM 325: Fools and Laughter in Early Modern German Literature   |
| <b>Recent Publications</b>      | (12) Von Bernuth, Ruth. <i>How the Wise Men Got to Chelm: The Life and Times of a Yiddish Folk Tradition</i> . New York University Press, 2016.<br>Von Bernuth, Ruth. "Neros Missetaten: Ein Einbandfragment aus der Sammlung Jantz als unbekannter Textzeuge der Harburger Legenda Aurea I" (with Janice Hansen), <i>Zeitschrift für deutsches Altertum</i> 144 (2015): 346-358. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Rick Warner

Assistant Professor of English and Comparative Literature

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2012  |
| <b>Tenure Status</b>            | Tenure Track  |
| <b>Education</b>                | 2010: PhD, English and Film Studies, University of Pittsburgh   |
| <b>Specialization</b>           | Cinema; Critical Theory and Cultural Studies  |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Courses Taught</b>           | (1) CMPL 463: Cinema and Surrealism   |
| <b>Recent Publications</b>      | (15) Warner, Rick. <i>Godard and the Essay Film: A Form That Thinks</i> . Northwestern University Press, 2018.<br>Warner, Rick. "Malick's Emergent Lyricism in Badlands and Days of Heaven." <i>The Other Hollywood Renaissance</i> , Edinburgh University Press, 2018.<br>Warner, Rick. "Jorge Luis Borges's The Book of Imaginary Beings," "Emmanuel Levinas's Time and the Other," and "A.E. van Vogt's The World of Null-A," <i>Reading with Jean-Luc Godard</i> , edited by Hayes, Kevin J. and Barnard, Timothy. Caboose, 2018. |

### Christina Wegel

Teaching Professor of Germanic and Slavic Language and Literature

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2006   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | 2004: PhD, Germanic Languages and Literatures, University of California at Los Angeles   |
| <b>Pedagogy</b>                 | American Council on the Teaching of Foreign Languages Training   |
| <b>Specialization</b>           | Theater, Drama, and Performance Studies;   |
| <b>Languages</b>                | Dutch (Flemish) (2); German (5); French (2)  |
| <b>Time Dedicated to Europe</b> | 75-100%  |
| <b>Distinctions</b>             | 2017 CDHI Digital Literacy Faculty Working Group Grant<br>2008 Junior Faculty Travel Grant   |
| <b>Experience Overseas</b>      | Germany (country of origin)  |
| <b>Dissertations</b>            | 5  |
| <b>Courses Taught</b>           | (2) GERM 371: The German Novella; GERM 374: German Theater: Words Speaks as Loudly as Actions  |
| <b>Recent Publications</b>      | (6) Wegel, Christina. <i>Auf geht's. Beginning German Language and Culture</i> . 3rd fully revised edition. Live Oak Multimedia, 2015. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Jonathan Weiler

|                                 |   |
|---------------------------------|---|
|                                 | Teaching Associate Professor and Director of Undergraduate Studies, Global Studies  |
| <b>Appointment</b>              | 2005  |
| <b>Tenure Status</b>            | Not Tenure Track  |
| <b>Education</b>                | 1999: PhD, Political Science, UNC   |
| <b>Specialization</b>           | Russian and European Studies; Global Development  |
| <b>Language</b>                 | Russian (1)   |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Distinctions</b>             | Philip Converse Award, 2016, given each year to a book in Political Science that has had a significant and enduring impact on the field, for Authoritarianism and Polarization in American Politics   |
| <b>Courses Taught</b>           | (4) GEOG / GLBL / HIST / POLI 210: Global Issues; GLBL 381: Great Decisions; GLBL 394: Great Decisions and International Relations; GLBL 486H: Sports and Globalization   |
| <b>Recent Publications</b>      | (9) Weiler, Jonathan. <i>Human Rights in Russia: A Darker Side of Reform</i> . Lynne Rienner Publishers, 2004.<br>Weiler, Jonathan and Hetherington, Marc. <i>Authoritarianism and Polarization in America politics</i> . Cambridge University Press, 2009. |

### Arthur Weisburd

|                                 |  |
|---------------------------------|--|
|                                 | Reef C. Ivey II Distinguished Professor, School of Law   |
| <b>Appointment</b>              | 1976   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1976: JD Law, University of Michigan   |
| <b>Specialization</b>           | Civil procedure, International Law; defendant's securities and antitrust litigation  |
| <b>Languages</b>                | French (1)   |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | Present Appointed Reef C. Ivey, II Distinguished Professor of Law. Frank Holmes Schaffer award for general excellence.   |
| <b>Experience Overseas</b>      | Pakistan   |
| <b>Distinctions</b>             | 3  |
| <b>Courses Taught</b>           | (2) LAW 232 / PWAD 652: International Law; LAW 380: International Law of Human Rights  |
| <b>Recent Publications</b>      | (5) Weisburd, Arthur. "Dualism in the United States." <i>Basic Principles of Public International Law: Monism and Dualism</i> . (eds) Novakovic, Mark. University of Belgrade Institute of International Politics and Economics. 2013. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Ellen Welch

Associate Professor of French and Francophone Studies

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2008  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 2008: PhD, Comparative Literature and Literary Theory, University of Pennsylvania   |
| <b>Specialization</b>           | Seventeenth-century French literature, France and the Americas, Mediterranean Studies (16th-18th c),  |
| <b>Language</b>                 | French (5); Spanish (2); Arabic (1); Latin (2)  |
| <b>Time Dedicated to Europe</b> | 75-100%   |
| <b>Distinctions</b>             | 2007 J. Douglas Canfield Award for Postgraduate   |
| <b>Experience Overseas</b>      | UK  |
| <b>Dissertations</b>            | 116   |
| <b>Courses Taught</b>           | (6) FREN 371: Survey of French Literature II; FREN 387: Paris/Versailles: The Court and the City in the 17th Century; FREN 554: Writing the Mediterranean; FREN 583: 18th Century French Literature and Culture; FREN 670: 17th Century French Literature and Culture; FREN 691H: Honors Thesis in French |
| <b>Recent Publications</b>      | (7) Welch, Ellen. "A Theater of Diplomacy: International Relations and the Performing Arts." <i>Early Modern France</i> . University of Pennsylvania Press, 2017.   |

### Brett Whalen

Associate Professor of History

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2005   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 2005: PhD, History, Stanford University  |
| <b>Specialization</b>           | Medieval Christian Religious Culture; The Papacy in the Middle Ages; Apocalyptic Thought and Theology of History.  |
| <b>Languages</b>                | Medieval Latin (3); French (3); German (3); Spanish (2); Italian (2)   |
| <b>Time Dedicated to Europe</b> | 75-100%  |
| <b>Distinctions</b>             | 2015 Elected to Fellowship, Royal Historical Society<br>2014 Chapman Teaching Fellow, Institute for Arts and Humanities, UNC   |
| <b>Courses Taught</b>           | (3) HIST 89: Faith and Violence in the Middle Ages; HIST 431: The Medieval Church; HIST 432: The Crusades  |
| <b>Recent Publications</b>      | (8) Whalen, Brett. "The Papacy." <i>History of Medieval Christianity, 1050-1500</i> . Ed. R. N. Swanson. Routledge, 2015. Pp. 5-17.<br>Whalen, Brett. <i>The Medieval Papacy</i> . Palgrave MacMillan, 2014. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Susan Wolf

Edna J. Koury Professor of Philosophy

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2002   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1978: PhD, Philosophy, Princeton University  |
| <b>Specialization</b>           | Moral philosophy; ethics; philosophy and feminism  |
| <b>Time Dedicated to Europe</b> | 50-75%   |
| <b>Distinctions</b>             | UNC Fellowship for Senior Research and Faculty<br>Scholarly Leave; William C. and Ida Friday; President of<br>the Eastern Division of the American Philosophical<br>Association.<br>Fellow, National Humanities Center;  |
| <b>Experience Overseas</b>      | Australia, UK  |
| <b>Dissertations</b>            | 5  |
| <b>Courses Taught</b>           | (1) PHIL 185 / 185H: Introduction to Aesthetics  |
| <b>Recent Publications</b>      | (9) Wolf, Susan. "Happiness and Meaning: A Plurality of<br>Values Rather Than a Conflict of Norms." <i>Proceedings of<br/>the American Philosophical Society</i> , Vol 158, No. 1, 2015.<br>18-24.<br>Wolf, Susan. <i>The Variety of Values: Essays on Morality,<br/>Meaning &amp; Love</i> . Oxford University Press. 2015. |

### Jessica Wolfe

Professor of English and Comparative Literature

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1998   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 2000: PhD, English and Comparative Renaissance<br>Literature, Stanford University  |
| <b>Specialization</b>           | Renaissance Literature   |
| <b>Languages</b>                | Classical Greek (4); Latin (4); French (4); Italian (3);<br>Spanish (4); German (1)  |
| <b>Time Dedicated to Europe</b> | 75-100%  |
| <b>Distinctions</b>             | 2012 Doctoral Mentoring Award, Department of<br>English and Comparative Literature,  |
| <b>Dissertations</b>            | 6  |
| <b>Courses Taught</b>           | (2) ENGL 120: British Literature, Medieval to 18th<br>Century; ENGL 825: Renaissance Literature in Context   |
| <b>Recent Publications</b>      | (10) Wolfe, Jessica. "Hesiod in the Renaissance", for <i>The<br/>Oxford Handbook to Hesiod</i> , ed. A. Loney and S. Scully.<br>Oxford University Press. Copy-edited 2017.<br>Wolfe, Jessica. "The <i>Arse Poetica</i> of Thomas Hobbes: the<br>composition and reception of <i>De Mirabilibus Peccis</i> ".<br><i>Erudition and the Republic of Letters</i> 1:3, 2016.<br>Wolfe, Jessica. <i>Homer and the Question of Strife from<br/>Erasmus to Hobbes</i> . University of Toronto Press, 2015. |



## Appendix 1: Curriculum Vitae and Position Descriptions

### Nadia Yaqub

Associate Professor of Asian Studies

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2000   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1999: PhD, Near Eastern Studies, University of California Berkeley   |
| <b>Specialization</b>           | Palestinian literature and film; oral Arabic poetry; Modern Arabic literature and film.  |
| <b>Languages</b>                | Arabic (5); French (3); German (2)   |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | UNC Kenan Senior Scholar, Fall 2015  |
| <b>Experience Overseas</b>      | Egypt, Syria, Palestine/Israel, Lebanon, and Jordan.   |
| <b>Dissertations</b>            | 2  |
| <b>Courses Taught</b>           | (1) ARAB 151: Arabic Literature through the Ages   |
| <b>Recent Publications</b>      | (7) Yaqub, Nadia. "Working with Grassroots Digital Humanities Projects: The Case of the Tal al-Za`tar Facebook Groups," <i>Digital Humanities and Islamic &amp; Middle East Studies</i> edited by Elias Muhanna. De Gruyter 2016, pp. 103-116. |

### Ted Zoller

T.W. Lewis Clinical Professor of Strategy and Entrepreneurship

|                                 |   |
|---------------------------------|---|
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | PhD, UNC  |
| <b>Specialization</b>           | Leading venture accelerators in Europe, including the Accelerace program at the Symbion Research Park in Denmark.   |
| <b>Time Dedicated to Europe</b> | 50-75%  |
| <b>Distinctions</b>             | President of the United States Association for Small Business and Entrepreneurship  |
| <b>Experience Overseas</b>      | Denmark   |
| <b>Courses Taught</b>           | (2) BUSI 623: Global Venturing; MBA 838: Global Entrepreneurship Lab  |
| <b>Recent Publications</b>      | (1) Feldman, Maryann and Zoller, Ted D. "Dealmakers in Place: Social Capital Connections." <i>Regional Entrepreneurial Economies, Regional Studies</i> , 46:1, 23-37. 2011. |

## 5. Other Staff

### **Robert Anderson**

Teaching Assistant Professor of Portuguese, Languages Across the Curriculum  
Coordinator

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2015  |
| <b>Tenure Status</b>            | Not Tenure Track  |
| <b>Education</b>                | 1990: PhD, Luso-Brazilian Language and Literature, UNC  |
| <b>Specialization</b>           | Languages Across the Curriculum, Afro-Brazilian studies and Brazilian performing arts   |
| <b>Languages</b>                | Portuguese (5)  |
| <b>Time Dedicated to Europe</b> | 25-50%  |
| <b>Experience Overseas</b>      | Portugal, Brazil, Africa  |
| <b>Courses Taught</b>           | (3) PORT 101: Elementary Portuguese; PORT 203: Intermediate Portuguese; PORT 204: Intermediate Portuguese   |
| <b>Recent Publications</b>      | (5) Anderson, Robert. <i>Theatrical Semiosis in the Drama of Gianfrancesco Guarnieri</i> . Dissertation, UNC, 1990. UMI, 1991.<br>Anderson, Robert. <i>Realism, Allegory and the Strangled Cry: Theatrical Semiosis in the Drama of Gianfrancesco Guarnieri</i> . Valencia: Albatros, 1998.<br>Anderson, Robert. “‘All of the Violence Is Exposed:’ Lima Barreto’s Journalism and Testimonials,” <i>Lima Barreto: Anderson, Robert. New Critical Perspectives</i> , edited by Daniel F. Silva and Lamonte Aidoo, Lexington Books, 2013, 135-52. |

### **Katie Bowler-Young**

Director of Global Relations, Senior Editor of *Carolina Passport*, UNC Global

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2011   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | MFA, Creative Writing, Warren Wilson College   |
| <b>Specialization</b>           | Global communications, international partnerships, cultural programming, high-profile international events, UNC-King’s College London Strategic Alliance liaison, <i>Carolina Passport</i> senior editor                                     |
| <b>Languages</b>                | French (4)   |
| <b>Time dedicated to Europe</b> | 10-25%   |
| <b>Recent Publications</b>      | (2) Bowler-Young, Katie. “Enrique Alf rez newspaper murals are essential piece of New Orleans history,” <i>The Times-Picayune</i> , Opinion column. October 2017.<br>Bowler-Young, Katie. <i>State Street</i> . Book. Bull City Press. 2009. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### **Liz Bucrek**

Program Manager and Instructor: Carolina Navigators, UNC Center for Global Initiatives

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2013   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | 2008: MA, French, North Carolina State University  |
| <b>Specialization</b>           | Global education resources for NC educators, service-learning opportunities for UNC students |
| <b>Languages</b>                | French (3), Spanish (3)  |
| <b>Time dedicated to Europe</b> | 10-25%   |

### **Gregory Cizek**

Professor of Educational Measurement and Evaluation. UNC School of Education

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2002  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1991: PhD, Measurement, Evaluation, and Research Design, Michigan State University  |
| <b>Specialization</b>           | Evaluation and assessment   |
| <b>Time Dedicated to Europe</b> | 10%-25%   |
| <b>Distinctions</b>             | 2011-14 Vice-President and President of National Council on Measurement in Education; 2007 National Council on Measurement in Education Award for Dissemination of Educational Measurement Concepts   |
| <b>Recent Publications</b>      | (6) "Standard Setting," coauthored with Darin Earnest, in <i>Handbook of Test Development</i> , edited by S. Lane, M. Raymond, and T. Haladyna (New York: Routledge, 2015). Agger, C., & Cizek, G. J. (2013). "Measurement in education." In L. Meyer (ed.), <i>Oxford bibliographies in education</i> . Oxford University Press.; Cizek, G. J., Germuth, A., & Schmid, L. (2013). Cizek, Gregory. <i>A guide to evaluating K-12 assessment programs</i> . Kalamazoo, MI: Evaluation Center, Western Michigan University. 2012. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### **Rudi Colloredo-Mansfeld**

Senior Associate Dean for Social Sciences and Global Programs

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2018  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 1996: PhD, Anthropology, UCLA   |
| <b>Specialization</b>           | Latin America, Indigenous peoples, consumer cultures and local food systems   |
| <b>Languages</b>                | Spanish (3)   |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Distinctions</b>             | Faculty Scholar Award, Fulbright Lecturing Research Award. International Programs Summer Research Fellowship.   |
| <b>Experience Overseas</b>      | Ecuador   |
| <b>Recent Publications</b>      | (9) Colloredo-Mansfeld, Rudi and Antrosio, Jason. <i>Fast, Easy and In Cash: Artisan Hardship and Hope in the Global Economy</i> . University of Chicago Press. 2015. |

### **Brandy Davila**

Opening Access Program Manager, UNC Center for Global Initiatives

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2016   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | 2009: BA, Psychology and Exercise & Sport Science, UNC                                   |
| <b>Specialization</b>           | Programs to open access to new global opportunities for underrepresented students at UNC |
| <b>Languages</b>                | Spanish (4); Samoan (1)  |
| <b>Time dedicated to Europe</b> | 10-25%   |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Joanneke Elliott

Approval Ordering Technician, UNC Libraries; CES Board Member

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2014   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | 2014: MA, Information and Library Sciences,<br>Robert Gordon University  |
| <b>Specialization</b>           | Germanic Studies and French Collections, European<br>Collections   |
| <b>Languages</b>                | Dutch (5), French (5), German (2)  |
| <b>Time Dedicated to Europe</b> | 50-75%   |
| <b>Distinctions</b>             | CIFNAL (the Collaborative Initiative for French<br>Language Collections) and GNARP (German-North<br>American Resources Partnership) Travel Stipend   |
| <b>Experience Overseas</b>      | Scotland, Netherlands (country of origin)  |
| <b>Recent Publications</b>      | (2) Elliott, Joanneke. "Report from the European<br>Conference on Information Literacy (ECIL)." <i>International<br/>Information &amp; Library Review</i> , 48:1, 79-82. 2015.<br>Martzoukou K, Elliott J. "The Development of Digital<br>Literacy and Inclusion Skills of Public Librarians."<br><i>Communications in Information Literacy</i> . 10(1):99-115.<br>2016. |

### Timothy Flood

Associate Professor of Management and Corporate Communication, UNC Kenan-Flagler  
School of Business

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2010  |
| <b>Tenure Status</b>            | Tenured   |
| <b>Education</b>                | 2002: PhD, Rhetoric and Composition, UNC-Greensboro   |
| <b>Specialization</b>           | Roles of media and technology in both interpersonal and<br>corporate communication, cross-cultural communication,<br>leads annual TAM cross-cultural communication seminar  |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Distinctions</b>             | CIBER Globalization and Interculturalization Initiative<br>Grant, UNC   |
| <b>Experience Overseas</b>      | Egypt   |
| <b>Recent Publications</b>      | (2) Flood, Timothy. <i>MBA Fundamentals: Business Writing</i> .<br>Kaplan Publishing, 2008.<br>Flood, Timothy. "Understanding the U.S.'s Evolving Roles<br>in a Globalizing Economy." <i>Undergraduate Academic<br/>Symposium</i> , Residential College at UNCG. Greensboro,<br>North Carolina. 2006. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### **Julie Kinnaird**

Associate Director, K-12., UNC World View

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2016   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | MA, Public Health, Maternal, Child, and International Health, UNC                                      |
| <b>Specialization</b>           | Professional development programs for NC educators, coordinating outreach and communication activities |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Experience Overseas</b>      | Albania  |

### **Julia Kruse**

Executive Director, Global Business Center; Adjunct Assistant Professor, UNC Kenan-Flagler Business School

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2009  |
| <b>Tenure Status</b>            | Not Tenure Track  |
| <b>Education</b>                | PhD, Communication, Florida State University  |
| <b>Specialization</b>           | UNC Kenan-Flagler Dean's Global Initiative, globalization efforts, increasing faculty and staff global competencies, cross-cultural and global leadership workshops |
| <b>Languages</b>                | German (4); French (1); Spanish (1)   |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Experience Overseas</b>      | Germany (country of origin)   |

## Appendix 1: Curriculum Vitae and Position Descriptions

### Beth-Ann Kutchma

Independent Education Evaluation Consultant

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2002  |
| <b>Tenure Status</b>            | Not Tenure Track  |
| <b>Education</b>                | 1995: BS, Environmental Science, University of Pittsburgh;<br>2004: Training Certificate, EVAP Evaluation Institute   |
| <b>Specialization</b>           | Survey and data-based components of education evaluation plans, assessment of diversity-related issues on campus, digital media creation, grant writing and reporting, digital communications   |
| <b>Time Dedicated to Europe</b> | 10-25%  |
| <b>Recent Publications</b>      | (3) Kutchma, Beth-Ann. " <a href="#">Opening Access to Global Opportunities - UNC NRCs' Collaborative Evaluation Approach</a> ," <i>International and Foreign Language Education (IFLE) Title VI Project Directors' Meeting</i> . 2015<br>Kutchma, Beth-Ann. "Unblocking the View for Minorities in International Education," <i>NAFSA Annual Conference</i> , 2015<br>C Hammer, B Kutchma, and K McGinn. <i>Carolina for Kibera Teaching Case Study</i> . Harvard Business School. 2012. |

### Charle LaMonica

Director, UNC World View

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2013   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | MA, History, UNC Charlotte   |
| <b>Specialization</b>           | Strategic alliances and collaborations with NC schools and community colleges, representing World View in NC and on the national stage |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Experience Overseas</b>      | China  |

## Appendix 1: Curriculum Vitae and Position Descriptions

### **Melissa McMurray**

International Liaison Officer, Protocol and Communication Officer; Co-advisor for  
*Carolina Passport*, UNC Global

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2005   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | 2000: MA, International Studies, University of South Carolina  |
| <b>Specialization</b>           | Campus internationalization and working with student organizations; development for international studies/Study Abroad; international inter-institutional agreements |
| <b>Languages</b>                | Spanish (1)  |
| <b>Time Dedicated to Europe</b> | 10-25%   |

### **Rita O’Sullivan**

Director of Evaluation, Assessment, and Policy Connections (EvAP), and Associate  
Professor of Evaluation and Assessment, UNC School of Education

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 1999   |
| <b>Tenure Status</b>            | Tenured  |
| <b>Education</b>                | 1984: Ed.D, Educational Leadership, Curriculum & Instruction, Auburn University  |
| <b>Languages</b>                | French (3); Spanish (3)  |
| <b>Experience Overseas</b>      | 26 countries in Africa, Asia and Latin America   |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | Ingle Distinguished Service Award, American Evaluation Association (2002); Outstanding Research Award, North Carolina Association for Research in Education (2001); Lifetime Achievement Award,                            |
| <b>Specialization</b>           | Collaborative evaluation techniques  |
| <b>Relevant Courses Taught</b>  | Educational Program Evaluation, Case Study Methods, Research Design, Measurement, and Statistics   |
| <b>Recent Publications</b>      | (5) O’Sullivan, Rita. “Collaborative Evaluation and Market Research Converge: An Innovative Model Agricultural Development Program Evaluation in Southern Sudan,” <i>Evaluation and Program Planning</i> 35 (2012), 535-9. |



## Appendix 1: Curriculum Vitae and Position Descriptions

### Kristin Papoi

Clinical Assistant Professor, MAT Program Coordinator, UNC School of Education

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2017   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | 2016: PhD, Curriculum and Instruction, University of Wisconsin-Madison   |
| <b>Specialization</b>           | K-8 pre-service teacher education, specializing in professional development  |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Distinctions</b>             | Outstanding Dissertation Award American Educational Research Association (AERA); Tashia Morgridge Wisconsin Distinguished Graduate Fellowship  |
| <b>Recent Publications</b>      | (2) Papoi, K. "Sensemaking through art making: Trash for Teaching and visual arts integration with elementary emergent bilingual students." <i>Using Photography and Other Arts-based Methods with English Language Learners: Guidance, Resources and Activities for P-12 Educators</i> . Lanhan, MD: Rowan and Littlefield. (2017).<br>Papoi, K., Hamman, L., Schwabenbauer, B., Venegas, P. "Intersectional Identity Negotiation: The Case of Young Immigrant Children." <i>Journal of Literacy Research</i> , 49(1), 115-140. (2017). |

### Fabiola Salas Villalobos

Evaluation Specialist, PhD Student, Evaluation, Assessment, & Policy Connections, UNC School of Education

|                                 |  |
|---------------------------------|--|
| <b>Tenure Status:</b>           | Not Tenure Track   |
| <b>Education:</b>               | 2018: PhD, UNC (expected)  |
| <b>Specialization:</b>          | Curriculum and Instruction; Educational Program Evaluation; Culturally Responsive Evaluation; Bilingual Education, Bilingualism; Geography   |
| <b>Languages</b>                | Spanish (5)  |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Experience Overseas</b>      | Costa Rica   |
| <b>Recent publications:</b>     | (2) Villalobos, Fabiola Salas. "Collaborative Evaluation and Culturally Responsive Evaluation: Dual Language Programs." Paper presented to <i>Emergent Voices in Evaluations (EviE) Conference</i> . 2018. |

## Appendix 1: Curriculum Vitae and Position Descriptions

### **Rachel Schaevitz**

Postdoctoral Fellow in the Public Humanities, Carolina Public Humanities

|                                 |   |
|---------------------------------|---|
| <b>Appointment</b>              | 2015  |
| <b>Tenure Status</b>            | Not Tenure Track  |
| <b>Education</b>                | PhD, Media & Communication, Temple University   |
| <b>Specialization</b>           | Building relationships and allies with diverse organizations to plan public events that extend the resources of UNC to all citizens and community members of NC |
| <b>Time Dedicated to Europe</b> | 10-25%  |

### **Ingrid Smith**

Events and Exhibitions Manager, UNC Global

|                                 |  |
|---------------------------------|--|
| <b>Appointment</b>              | 2014   |
| <b>Tenure Status</b>            | Not Tenure Track   |
| <b>Education</b>                | MA, Global Studies, University of Vienna and the University of Leipzig   |
| <b>Specialization</b>           | Collaborates with global units across campus to manage conferences, lectures, film screenings, music and dance performances, dinners and receptions, and art exhibitions |
| <b>Languages</b>                | German (3)   |
| <b>Time Dedicated to Europe</b> | 10-25%   |
| <b>Experience Overseas</b>      | South Korea, Austria, Germany  |

## **Descriptions for Planned Positions**

### **A. Personnel**

#### **1. Administrative**

In place: Executive Director, Business Manager, Outreach Coordinator, LAC Coordinator.

#### **EURO-TAM Program Assistant**

Due to enormous growth in the EURO major and TAM program, we will hire a new EURO-TAM program assistant in fall 2018. Duties will include general program support, communications with students to create cohesion among cohorts, social media and website management, event planning and support including career workshops and European Horizons activities, alumni network support, and assistance with student evaluation and assessment.

Position will be 1.0 FTE; CES is requesting 50% of salary of \$34,000 with 3% annual raise. Salary amount commensurate with program assistant positions in Global Studies Curriculum and other international and area studies centers. This is an entry-level position, BA and relevant work experience required.

#### **UNC School of Education Research Assistant**

In order to strengthen the UNC School of Education-University of Hamburg, Germany, exchange program, which is growing in popularity among MA in Teaching students, we will hire an RA each spring semester of the grant cycle. Duties will include: working with University of Hamburg and contact Professor before arrival to facilitate trip to Chapel Hill each May; organize four workshops for UNC and Hamburg students with all logistics, speakers, rooms, etc, and invitations to students, faculty, and local K-12 teacher participants; organize visits to local schools for UNC and Hamburg students; invite, recruit, and organize Teacher-Mentors from schools throughout NC; assist with planning for UNC students to visit Hamburg each June; facilitate post-trip evaluation/assessment. RA payment will be: \$20 per hour x 10 hours per week over 15 weeks during each spring semester. Hourly wage commensurate with RA positions across campus. The position will be advertised to PhD students at the School of Education and beyond with relevant work experience.

#### **2. Language Instruction**

In place: Bosnian/Croatian/Serbian Lecturer for AY 1, Romanian and LCTL Lecturers, LAC instructors.

#### **Bosnian/Croatian/Serbian Teaching Assistant Professor**

UNC currently offers two years of instruction in Bosnian/Croatian/Serbian (BCS) in two-year cycles, but this does not fully address our programmatic needs. The requested position is for a new full-time Teaching Assistant Professor in Southeast European Studies. The teaching load will include 3 courses per semester, two language courses at the beginner and intermediate level of BCS and an area studies course that would complement other offerings in the College of Arts and Sciences (CAS). We seek to add this position not only to address a gap in our program but also to recognize growing

faculty and student interest in the area. Doing so further meets a national need for this priority language. The position is supported jointly by CES, CAS, and the Center for Slavic, Eurasian, and East European Studies (CSEEEES), with each contributing 33% of the full-time appointment, at an annual salary base rate of \$46,800 plus benefits. Salary is commensurate with similar positions in each language department at UNC. The position will be advertised widely with PhD and teaching experience required.

#### **Turkish Language Facilitator**

A new Turkish Language Facilitator will be hired to support the hybrid in-person/on-line beginner, intermediate, and advanced Turkish courses taught by the Teaching Assistant Professor in Turkish, Didem Havlioglu. The facilitator will rotate each week between UNC and Duke and will be present in the opposite classroom from the language instructor. The facilitator will advise students on class and homework assignments, pronunciation, and will assist with administrative duties related to class. The facilitator will receive a lump sum payment of \$4,000 plus fringe per year, commensurate with other graduate research assistantships in the Department of Asian Studies at UNC. CES will contribute \$2,000 per year to this position. Remaining contribution from the UNC Center for the Study of the Middle East and Muslim Civilizations. The position will be advertised amongst PhD students with fluency in Turkish.

#### **Visiting Scholar**

In order to provide EURO majors, TAM students, and other advanced undergraduate and MA students studying Europe the opportunity to study with a European scholar and to research in-depth topics facing Europe today, we will bring a European visiting scholar to campus each spring to each the “New Europe” semester-long, 3-credit course. The Visiting Scholar will teach the course, advise students, and provide public lectures on UNC’s campus and at partner MSI and Community College campuses. The position will be advertised through CES’ extensive network of scholars across Europe. PhD and relevant teaching experience required.

## Appendix 2A and 2B: Course Lists

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#### Appendix 2A: Area Studies Courses

|  |    |
|--|----|
| Transatlantic Masters  | 1  |
| EURO Major   | 2  |
| African, African-American, and<br>Diaspora Studies               | 3  |
| American Studies   | 4  |
| Anthropology   | 4  |
| Arab Cultures  | 4  |
| Art History and Studio Art                                       | 5  |
| Asian Studies  | 6  |
| Business   | 6  |
| City and Regional Planning                                       | 6  |
| Classical Archaeology  | 7  |
| Classical Civilization   | 7  |
| Communication Studies  | 8  |
| Comparative Literature   | 8  |
| Contemporary European Studies                                    | 9  |
| Czech Studies  | 9  |
| Dramatic Art   | 9  |
| Economics  | 10 |
| Education  | 10 |
| English  | 11 |
| Environment and Ecology  | 12 |
| Folklore   | 12 |
| French and Francophone Studies                                   | 12 |
| Geography  | 13 |
| German Studies   | 14 |
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| Global Studies   | 15 |
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| Law  | 20 |
| Linguistics  | 20 |
| Management and Society   | 21 |
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|  |    |
|--|----|
| Music  | 21 |
| Nutrition  | 22 |
| Peace, War, and Defense                                      | 22 |
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| Political Science  | 25 |
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| Public Health Leadership (School<br>of Global Public Health) | 27 |
| Public Policy  | 27 |
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| Russian Language and Literature                              | 29 |
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#### Appendix 2B: Languages Courses

|   |   |
|---|---|
| Arabic  | 1 |
| Czech   | 1 |
| Dutch   | 1 |
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| Basque/Catalan/Galician                             | 2 |
| Bosnian/Serbian/Croatian                            | 2 |
| Germanic Language and<br>Literature; German Studies | 2 |
| Greek Language and Literature                       | 2 |
| Hungarian Language and<br>Literature                | 3 |
| Italian Language and Literature                     | 3 |
| Latin Language and Literature                       | 3 |
| Polish Language and Literature                      | 3 |
| Portuguese Language and<br>Literature               | 4 |
| Romanian Language                                   | 4 |
| Russian Language                                    | 4 |
| Slavic Language, Literature and<br>Culture          | 4 |
| Spanish Language and Literature                     | 5 |
| Turkish Language                                    | 6 |

Appendix 2A: Area Studies Course List

| % European Content | CES-funded 14-18 | Interdisciplinary | LAC Course | Course Number | Course Title  | Instructor | Credits | Term Offered | Undergraduate | Graduate / Professional | 2017-2018 | 2018-2019 |
|--------------------|------------------|-------------------|------------|---------------|---|------------|---------|--------------|---------------|-------------------------|-----------|-----------|
|                    |                  |                   |            |               |   |            |         |              | 2016-2017     |                         |           |           |
|                    |                  |                   |            |               | <b>TRANSATLANTIC MASTERS (courses also listed in relevant departments below; enrollments counted only once)</b> |            |         |              |               |                         |           |           |
| 50                 |                  |                   |            | BUSI 610      | Global Environment of Business (European examples)  | Elvers     | 3       | F            | 0             | 1                       | X         | X         |
| 25                 |                  |                   |            | GEOG 447      | Gender in the Middle East (focus on diaspora in Europe)   | Gökarkınel | 3       | F            | 0             | 3                       |           |           |
| 25                 |                  |                   |            | GEOG 453      | Political Geography (European examples)   | Staff      | 3       | F            | 0             | 2                       | X         | X         |
| 25                 |                  |                   |            | GEOG 448      | Transnational Geographies of Muslim Societies   | Gökarkınel | 3       | S            | 0             | 1                       |           |           |
| 100                |                  |                   |            | HIST 486      | Terrorism in Postwar Europe   | Hof        | 3       | F            | 0             | 14                      |           |           |
| 100                |                  |                   |            | HIST 486H     | Extremism, Terrorism, and Security in Postwar Europe  | Hof        | 3       | F            |               |                         | X         |           |
| 100                | X                |                   |            | HIST 508      | Europe and Humanitarian Aid since 1945: Concepts, Actors, Practices   | Hof        | 3       | F            |               |                         | X         | X         |
| 25                 |                  |                   |            | HIST 899      | Independent Study for Graduate Students   | Staff      | 3       | F/S          |               |                         | X         | X         |
| 75                 |                  |                   |            | PLTM 702      | TransAtlantic Masters Program - VU University Amsterdam   | Staff      | 9       | F/S          | 0             | 4                       |           |           |
| 75                 |                  |                   |            | PLTM 703      | TransAtlantic Masters Program- Universitat Pompeu Fabra, Barcelona  | Staff      | 9       | F/S          | 0             | 1                       |           |           |
| 75                 |                  |                   |            | PLTM 705      | TransAtlantic Masters Program - Sciences Po, Paris  | Staff      | 9       | F/S          | 0             | 16                      | X         |           |
| 75                 |                  |                   |            | PLTM 707      | TransAtlantic Masters Program - Bath University   | Staff      | 9       | F/S          | 0             | 40                      | X         |           |
| 75                 |                  |                   |            | PLTM 709      | TransAtlantic Masters Program - Humboldt-Universität zu Berlin  | Staff      | 9       | F/S          | 0             | 10                      |           |           |
| 75                 |                  |                   |            | POLI 404      | Race, Immigration, and Urban Politics (European examples)   | Staff      | 3       | S            | 0             | 1                       |           | X         |
| 50                 |                  |                   |            | POLI 417H     | Advanced Political Psychology (European examples)   | Ryan       | 3       | S            |               |                         | X         |           |
| 25                 |                  |                   |            | POLI 429      | Diversity and Politics (European examples)  | Maxwell    | 3       | S            |               |                         | X         | X         |
| 75                 |                  |                   |            | POLI 432      | Tolerance in Liberal States (European examples)   | Searing    | 3       | F/S          | 0             | 6                       | X         | X         |
| 100                |                  |                   |            | POLI 438      | Democracy and International Institutions in an Undivided Europe   | Vachudova  | 3       | F/S          | 0             | 2                       | X         |           |
| 75                 |                  |                   |            | POLI 444      | Seminar on Terrorism (European examples)  | Staff      | 3       | F            |               |                         | X         | X         |
| 100                |                  |                   |            | POLI 447H     | Immigrant Integration in Contemporary Western Europe  | Maxwell    | 3       | F/S          | 0             | 1                       | X         |           |
| 100                |                  |                   |            | POLI 448      | The Politics of Multilevel Governance (focus on EU)   | Hooghe     | 3       | S            |               |                         | X         |           |
| 25                 |                  |                   |            | POLI 451      | Race, Ethnicity, and Political Change in Comparative Perspective  | Staff      | 3       | F            |               |                         | X         |           |
| 75                 |                  |                   |            | POLI 459      | Trans-Atlantic Security   | Jenkins    | 3       | S            | 0             | 5                       | X         |           |
| 100                |                  |                   |            | POLI 490      | Advanced Undergraduate Seminar: EU Today  | Stephens   | 3       | F/S          | 0             | 12                      | X         | X         |
| 100                |                  |                   |            | POLI 630      | Political Contestation in Europe  | Hooghe     | 3       | S            | 0             | 4                       | X         |           |
| 100                |                  |                   |            | POLI 631      | European Security: The Enlarging European Union and the Trans-Atlantic Relationship                             | Vachudova  | 3       | F/S          | 0             | 8                       |           |           |
| 100                |                  |                   |            | POLI 733      | Comparative Political Economy   | Stephens   | 3       | F/S          | 0             | 16                      | X         | X         |
| 75                 |                  |                   |            | POLI 745      | Varieties of Democratic Capitalism in Europe and North America  | Stephens   | 3       | F/S          | 0             | 16                      | X         | X         |
| 25                 |                  |                   |            | POLI 788      | Statistics and Data Analysis for Political Science and Policy Research (European examples)                      | Jenkins    | 3       | F/S          | 0             | 6                       | X         | X         |
| 100                |                  |                   |            | POLI 882      | Fall Friday Lecture Series on Trans-Atlantic Topics   | Stephens   | 1       | F            | 0             | 16                      | X         | X         |
| 100                |                  |                   |            | POLI 890      | Directed Readings in Political Science  | Staff      | 21      | F            |               |                         |           |           |
| 100                |                  |                   |            | POLI 891      | Special Topics in Political Science   | Marks      | 3       | F/S          | 0             | 2                       | X         | X         |
| 100                |                  |                   |            | POLI 993      | Master's Research and Thesis  | Staff      | 3       | F/S          | 0             | 12                      |           | X         |

Appendix 2A: Area Studies Course List

|     |   |   |   |          |   |                       |    |        |     |    |   |   |
|-----|---|---|---|----------|---|-----------------------|----|--------|-----|----|---|---|
| 100 |   |   |   | TAP 700  | TransAtlantic Masters Study Abroad  | Staff                 | 15 | F/S    | 0   | 26 | X | X |
|     |   |   |   |          | <b>EURO MAJOR (courses also listed in relevant departments below; enrollments counted only once)</b>  |                       |    |        |     |    |   |   |
| 100 |   |   |   | ARTH 282 | Modernism I: Realism, Impressionism and Post-Impressionism  | Levine                | 3  | F/S    | 24  | 0  |   |   |
| 40  |   |   |   | ARTH 284 | Modernism II: 1905-1960   | Sherman               | 3  | F      |     |    | X | X |
| 50  | X |   |   | COMM 464 | Collaborative Performance (European examples)   | Perucci               | 3  | S      |     |    | X |   |
| 50  |   | X |   | ECON 460 | International Economics: International trade, foreign economic policy (Cross-disciplines: Peace War & Defense, Contemporary European Studies) (TAM-optional course) | Vaidyanathan          | 3  | F/S/SS | 135 | 0  | X | X |
| 100 |   | X |   | ECON 461 | European Economic Integration (TAM-optional course)   | Black                 | 3  | S      | 36  | 0  | X |   |
| 40  |   |   |   | ECON 560 | Advanced International Economics: Trade barriers, International monetary policy   | Black                 | 3  | F/S    | 55  | 0  | X | X |
| 50  |   | X |   | ENGL 659 | Images of War in 20th Century Literature (Cross-discipline: Peace War & Defense)  | Armitage              | 3  | F/S    | 15  | 0  | X |   |
| 100 |   |   |   | EURO 89  | Europe and the US in a Changing World   | Hooghe                | 3  | F      |     |    |   | X |
| 100 | X | X | X | EURO 159 | 20th Century Europe LAC Discussion in German (Cross-discipline: History)  | Jarausch              | 3  | F      | 11  | 0  | X | X |
| 100 |   | X | X | EURO 239 | Introduction to European Government (Cross-discipline: Political Science)   | Hooghe, Marks, Moroff | 3  | F/S    | 30  | 0  | X | X |
| 100 |   | X |   | EURO 252 | Politics, Society, and Culture in Modern Germany (1871-1945) (Cross-discipline: History)  | Hagemann              | 3  | F      |     |    | X | X |
| 100 |   | X |   | EURO 257 | Politics, Society, and Culture in Postwar Germany (Cross-discipline: History, Political Science)  | Jarausch              | 3  | S      |     |    | X |   |
| 100 |   | X |   | EURO 259 | Towards Emancipation? Women in Modern Europe (Cross-discipline: History, Women's and Gender Studies)  | Hagemann              | 3  | S      |     |    | X |   |
| 100 |   |   |   | EURO 347 | Fascist Challenge in Europe, 1918-1945  | Hof                   | 3  | S      |     |    | X | X |
| 50  |   | X |   | EURO 442 | International Political Economy (European examples) (Cross-discipline: Political Science)   | Mosley, Oatley        | 3  | F      | 3   | 0  | X |   |
| 50  |   | X |   | EURO 460 | International Economics (Cross-discipline: Economics, Peace War & Defense)  | Vaidyanathan          | 3  | F/S/SS | 4   | 0  | X | X |
| 100 |   |   |   | FREN 331 | French Civilization II  | Rudosky               | 3  | F      | 25  | 0  | X | X |
| 100 |   |   |   | FREN 372 | Survey of French Literature III   | Tanner                | 3  | F      | 20  | 0  | X | X |
| 100 |   | X |   | FREN 373 | French New Wave Cinema: Its Sources and Its Legacies  | Melehy                | 3  | S      | 18  | 0  |   |   |
| 25  |   |   |   | GEOG 448 | Transnational Geographies of Muslim Societies   | Gökarkısel            | 3  | S      | 10  | 1  |   |   |
| 100 |   | X |   | GEOG 464 | Europe Today: Transnationalism, Globalism, and the Geographies of Pan-Europe (Cross-discipline: Global Studies)   | Pickles               | 3  | F/S    | 49  | 1  | X | X |
| 75  |   | X |   | GERM 251 | Ideology and Aesthetics: Marxism in Literature (Cross-discipline: Slavic)   | Langston              | 3  | F/S    | 43  | 0  |   |   |
| 100 |   |   |   | GERM 280 | 20th-Century German Philosophy and Modern Youth Cultures  | Langston              | 3  | F      | 116 | 0  |   |   |
| 100 |   |   |   | GERM 281 | Freedom, Terror, and Identity: Modern Philosophy from Kant to Arendt  | Trop                  | 3  | S      |     |    | X |   |
| 100 |   |   |   | GERM 283 | Freedom, Terror, and Identity: Modern Philosophy from Kant to Arendt  | Trop                  | 3  | S      |     |    | X |   |
| 100 |   |   |   | GERM 349 | Die Jahrhundertwende  | Langston              | 3  | S      | 13  | 0  |   |   |
| 100 |   |   |   | GERM 390 | Topics in German Studies  | Staff                 | 3  | S      |     |    | X |   |
| 100 |   |   |   | GERM 655 | Later 20th Century Literature   | Layne                 | 3  | F      | 1   | 7  |   |   |
| 100 | X | X | X | HIST 159 | Modern European History, 20th Century (LAC discussion in German) (Cross-discipline: Contemporary European Studies)  | Jarausch              | 3  | F/S    | 96  | 0  | X | X |
| 100 |   | X |   | HIST 259 | Women and Gender in Europe from the 18th to the 20th Century (Cross-discipline: Contemporary European Studies, Women's and Gender Studies)                          | Hagemann              | 3  | S      | 20  | 0  | X |   |
| 100 |   |   |   | HIST 260 | Eastern Europe Since 1815   | Bryant                | 3  | S      | 15  | 0  |   |   |

Appendix 2A: Area Studies Course List

|     |   |   |   |           |  |                              |   |        |      |   |  |   |   |
|-----|---|---|---|-----------|--|------------------------------|---|--------|------|---|--|---|---|
| 100 |   | X |   | HIST 262  | History of the Holocaust: The Destruction of the European Jews (Cross-disciplines: Jewish Studies, Peace War & Defense)  | Auerbach                     | 3 | F/S/SS | 192  | 1 |  | X | X |
| 50  |   |   |   | HIST 302H | Honors: Film and History in Europe and the US  | McReynolds                   | 3 | S      | 13   | 0 |  |   |   |
| 75  |   |   |   | HIST 390  | Special Topics: German Cinema  | Cassen                       | 3 | F      | 12   | 0 |  |   |   |
| 100 |   |   |   | HIST 398  | Undergraduate Seminar  | Bull                         | 3 | F/S    | 210  | 0 |  | X | X |
| 100 |   |   |   | HIST 466  | Modern European Intellectual History   | Kramer                       | 3 | S      | 14   | 1 |  | X |   |
| 100 |   |   |   | POLI 236  | Politics of East-Central Europe  | Vachudova                    | 3 | F/S    | 79   | 1 |  | X | X |
| 100 |   | X | X | POLI 239  | Introduction to European Government (Cross-discipline: Contemporary European Studies)  | Hooghe, Marks, Moroff, Staff | 3 | F/S/SS | 183  | 1 |  | X | X |
| 50  |   | X |   | POLI 442  | International Political Economy (European examples) (Cross-discipline: Contemporary European Studies)  | Mosley, Oatley               | 3 | F/S    | 18   | 3 |  | X |   |
| 50  |   |   |   | POLI 448  | The Politics of Multilevel Governance (focus on EU)  | Hooghe                       | 3 | S      |      |   |  | X |   |
| 50  |   | X |   | POLI 459  | Trans-Atlantic Security (Cross-discipline: Peace, War, and Defense)  | Jenkins                      | 3 | S      | 13   | 6 |  | X |   |
| 50  |   | X |   | PWAD 460  | International Economics: International trade, foreign economic policy (Cross-discipline: Economics, Contemporary European Studies)   | Staff                        | 3 | F/SS   | 13   | 0 |  | X |   |
| 40  |   | X |   | PWAD 659  | War in 20th Century Literature (Cross-discipline: English)   | Armitage                     | 3 | F      | 4    | 0 |  |   |   |
| 75  |   | X |   | SLAV 251  | Ideology and Aesthetics: Marxism and Literature (Cross-discipline: German)   | Pike                         | 3 | F/S    | 6    | 0 |  |   |   |
| 100 |   | X |   | WGST 259  | Women in Europe from the 18th to the 20th Century (Cross-discipline: Contemporary European Studies, History)   | Hagemann                     | 3 | S      | 6    | 0 |  |   |   |
| 30  | X |   |   | WGST 325  | Encountering Art in the Unexpected (European examples)   | Page                         | 3 | F/S    |      |   |  |   | X |
|     |   |   |   |           | <b>AFRICAN, AFRICAN-AMERICAN, AND DIASPORA STUDIES</b>   |                              |   |        |      |   |  |   |   |
| 50  |   |   |   | AAAD 298  | Blacks in British North America until 1833   | Porter                       | 3 | F/S/SS | 59   | 0 |  | X | X |
| 50  |   |   |   | AAAD 307  | 21st-Century Scramble for Africa   | Lee                          | 3 | S      |      |   |  | X |   |
| 25  |   |   |   | AAAD 487  | Intellectual Currents in African and African Diaspora Studies (scholarship written by Africans and peoples of African descent in the Americas, Europe and elsewhere)                     | Staff                        | 3 | S      | 10   | 0 |  | X |   |
| 25  |   |   |   | AAAD 488  | Human Rights and Democracy in African Diaspora Communities (examines how democracy and human rights have been conceptualized in African diaspora communities in the Americas and Europe) | Staff                        | 3 | F      |      |   |  | X | X |
| 25  |   |   |   | AAAD 489  | African Diaspora Theory and History (examines diaspora in the Americas and Europe from the 15th century to the present)  | Staff                        | 3 | F      | 10   | 0 |  |   |   |
|     |   |   |   |           | <b>AMERICAN STUDIES</b>  |                              |   |        |      |   |  |   |   |
| 50  |   | X |   | AMST 175  | Introduction to Food Studies: From Science to Society (European examples) (Cross-disciplines: Anthropology, Nutrition)   | Staff                        | 3 | F      |      |   |  |   |   |
| 40  |   | X |   | AMST 248  | Intersectionality: Race, Gender, Sexuality, and Social Justice (European examples) (Cross-disciplines: English, Political Science, Women's and Gender Studies)                           | Shields                      | 3 | S      |      |   |  | X |   |
|     |   |   |   |           | <b>ANTHROPOLOGY</b>  |                              |   |        |      |   |  |   |   |
| 30  |   | X |   | ANTH 101  | Intro to General Anthropology (European content includes case studies of agricultural adaptation.)   | Scarry, Price                | 3 | F/S/SS | 1035 | 2 |  | X | X |
| 25  |   |   |   | ANTH 123  | Habitat and Humanity (Cross-cultural survey of building and landscape architecture, including European buildings)  | Staff                        | 3 | F      | 203  | 0 |  |   |   |



Appendix 2A: Area Studies Course List

|     |   |   |   |           |  |           |   |        |     |   |  |   |   |
|-----|---|---|---|-----------|--|-----------|---|--------|-----|---|--|---|---|
| 40  |   | X | X | ANTH 142  | Local Cultures, Global Forces (Role of colonial domination in the creation of contemporary cultures.)                          | Staff     | 3 | F/S    | 362 | 0 |  | X | X |
| 50  |   |   |   | ANTH 151  | Anthropological Perspectives on Food and Culture (European examples)   | Scarry    | 3 | S/SS   | 174 | 0 |  | X |   |
| 50  |   | X |   | ANTH 175  | Introduction to Food Studies: From Science to Society (European examples) (Cross-disciplines: American Studies, Nutrition)     | Staff     | 3 | F      | 17  | 1 |  |   |   |
| 50  |   |   |   | ANTH 252  | Archaeology of Food (European examples)  | Staff     | 3 | F      |     |   |  |   | X |
| 25  |   | X |   | ANTH 278  | Women in Science (Cross-discipline: Women's and Gender Studies)  | Tomaskova | 3 | F/S    | 13  | 0 |  | X | X |
| 25  |   | X |   | ANTH 280  | Anthropology of War and Peace (Examples include effects of war on European societies.) (Cross-discipline: Peace War & Defense) | Redfield  | 3 | F      |     |   |  | X | X |
| 50  |   |   |   | ANTH 284  | Culture and Consumption (European examples)  | Staff     | 3 | F      | 216 | 0 |  |   |   |
| 25  |   |   |   | ANTH 319  | Global Health (European examples)  | Thompson  | 3 | S/SS   | 569 | 0 |  |   | X |
| 25  |   | X |   | ANTH 458  | Archaeology of Sex and Gender (European examples) (Cross-discipline: Women's and Gender Studies)                               | Staff     | 3 | F      |     |   |  | X | X |
| 30  |   |   |   | ANTH 502  | Globalization and Transnationalism   | Staff     | 3 | F      |     |   |  |   | X |
| 25  |   | X |   | ANTH 541  | Sociolinguistics (European examples) (Cross-discipline: Linguistics)   | Staff     | 3 | F/S    | 3   | 0 |  | X | X |
|     |   |   |   |           | <b>ARAB CULTURES</b>   |           |   |        |     |   |  |   |   |
| 40  |   |   |   | ARAB 150  | Introduction to Arab Cultures (examines Arab diaspora in England and France)   | Staff     | 3 | F      |     |   |  | X | X |
| 25  |   |   |   | ARAB 151  | Arabic Literature through the Ages (examines Arab diaspora in England and France)  | Yaqub     | 3 | F      | 29  | 0 |  |   |   |
| 25  | X |   |   | ARAB 337  | Borders and Walls in the Arab World (examines Arab diaspora in England and France)   | Yaqub     | 3 | F      |     |   |  |   | X |
| 25  |   |   | X | ARAB 443  | Dissident Voices in Arab Cultures. LAC discussion in Arabic.   | Halabi    | 3 | S      | 10  | 1 |  |   |   |
|     |   |   |   |           | <b>ART HISTORY AND STUDIO ART</b>  |           |   |        |     |   |  |   |   |
| 100 |   |   |   | ARTH 055H | First Year Seminar: Art, Gender, and Power in Early Modern Europe  | String    | 3 | S      |     |   |  | X |   |
| 50  |   |   |   | ARTH 151  | History of Western Art I (Major examples from European artists.)   | Verkerk   | 3 | F/S/SS | 232 | 1 |  | X | X |
| 50  |   |   |   | ARTH 152  | History of Western Art II (Major examples from European artists.)  | String    | 3 | F/S/SS |     |   |  | X | X |
| 75  |   |   |   | ARTH 156  | Introduction to Architecture (European examples)   | Bauer     | 3 | F      |     |   |  | X | X |
| 25  |   |   |   | ARTH 159  | The Film Experience: Introduction to the Visual Study of Film  | Bauer     | 3 | F/S    | 234 | 1 |  | X |   |
| 30  |   | X |   | ARTH 254  | Women in the Visual Arts I (Cross-discipline: Women and Gender Studies)  | Staff     | 3 | F/SS   | 37  | 0 |  |   |   |
| 100 |   | X |   | ARTH 262  | Art of Classical Greece (Cross-discipline: Classical Archaeology)  | Haggis    | 3 | S      | 8   | 0 |  |   |   |
| 100 |   |   |   | ARTH 265  | Medieval Iconography   | Verkerk   | 3 | S      | 17  | 0 |  |   |   |
| 100 |   |   |   | ARTH 270  | Early Renaissance Art in Italy   | Pardo     | 3 | F      | 21  | 0 |  |   |   |
| 100 |   |   |   | ARTH 272  | N. European Art I: Van Eyck to Bruegel   | Brachmann | 3 | F      | 13  | 0 |  | X | X |
| 100 |   |   |   | ARTH 274  | European Baroque Art   | Brachmann | 3 | S      | 15  | 0 |  |   |   |
| 75  |   |   |   | ARTH 275  | 18th-Century Art (emphasis on European developments from late 17th century to French Revolution)                               | Staff     | 3 | F      |     |   |  | X | X |
| 100 |   |   |   | ARTH 279  | The Arts in England, 1450-1650   | String    | 3 | F      |     |   |  |   |   |
| 100 |   |   |   | ARTH 282  | Modernism I: Realism, Impressionism and Post-Impressionism   | Levine    | 3 | F/S    | 24  | 0 |  |   |   |
| 100 |   |   |   | ARTH 283  | Picturing Paris 1800-2000  | Sherman   | 3 | F      |     |   |  |   | X |
| 40  |   |   |   | ARTH 284  | Modernism II: 1905-1960  | Sherman   | 3 | F      |     |   |  | X | X |
| 50  |   |   |   | ARTH 303  | Art and Colonialism: France in Africa/ Africa in France  | Staff     | 3 | S      | 17  | 0 |  |   |   |
| 100 |   |   |   | ARTH 361  | Saints in Medieval Art   | Verkerk   | 3 | S      |     |   |  | X |   |
| 60  |   |   |   | ARTH 362  | Early Christian Art and Modern Responses   | Verkerk   | 3 | F      |     |   |  | X | X |

Appendix 2A: Area Studies Course List

|     |   |   |           |  |               |     |     |    |     |   |   |
|-----|---|---|-----------|--|---------------|-----|-----|----|-----|---|---|
| 100 |   |   | ARTH 365  | Late Medieval Art  | Brachman      | 3   | S   | 8  | 0   |   |   |
| 100 |   |   | ARTH 370  | Visual Art in the Age of Revolution (Europe 1750-1830)   | Staff         | 3   | F   | 14 | 0   |   |   |
| 60  |   |   | ARTH 383  | Modern Architecture (European examples)  | Staff         | 3   | S   | 18 | 0   |   |   |
| 100 |   |   | ARTH 391  | Research Seminar: Al-Andalus & Hispania: Architecture & Art in Medieval Iberia   | Anderson      | 3   | F   | 11 | 0   |   | X |
| 100 |   |   | ARTH 450H | The City as Monument: Rome   | Pardo         | 3   | F   | 2  | 0   | X | X |
| 100 |   |   | ARTH 454  | Gothic Art and Architecture  | Brachman      | 3   | F   | 7  | 2   |   |   |
| 50  |   |   | ARTH 457  | Studies in the History of Graphic Art (European examples)  | String        | 3   | S   |    |     | X |   |
| 100 | X |   | ARTH 464  | Greek Architecture (Cross-discipline: Classical Archeology)  | Haggis        | 3   | S   |    |     | X |   |
| 100 | X |   | ARTH 465  | Architecture of Etruria and Rome (Cross-discipline: Classical Archeology)  | Valladares    | 3   | S   |    |     | X |   |
| 100 |   |   | ARTH 466  | History of the Illuminated Book  | Verkerk       | 3   | S   | 11 | 2   |   |   |
| 100 |   |   | ARTH 467  | Celtic Art and Cultures  | Verkerk       | 3   | S   |    |     | X |   |
| 100 |   |   | ARTH 490  | Special Topics: Renaissance Art and Sexuality  | Pardo         | 3   | S   | 8  | 2   |   |   |
| 75  | X |   | ARTH 514  | Museums, Monuments, and Collective Memory in the Modern Era (Cross-disciplines: History)   | Sherman       | 3   | S   |    |     | X |   |
| 75  | X |   | ARTH 557  | Art and Money (European examples)  | Staff         | 3   | S   | 12 | 2   |   |   |
| 50  | X |   | ARTH 751  | Gender and Visual Culture (Cross discipline: Women's and Gender Studies)   | Staff         | 3   | F   |    |     | X | X |
| 75  | X |   | ARTH 777  | Colonialism and European Visual Culture, 1800-1990 (Cross-discipline: History)   | Sherman       | 3   | F   |    |     | X | X |
| 100 |   |   | ARTH 950  | Problems in Art History: Court Art: Emperor Rudolf II  | Brachman      | 3   | F   |    |     | X |   |
|     |   |   |           | <b>ASIAN STUDIES</b>   |               |     |     |    |     |   |   |
| 30  | X | X | ASIA 181  | Later Islamic Civilization and the Modern Muslim World. LAC discussion in Arabic. (Covers Muslim immigrants in Europe. Cross-discipline: Religion)                     | Staff         | 3   | S   |    |     | X |   |
| 25  | X |   | ASIA 357  | The Arab-Jews: Culture, Community and Coexistence (Cross-discipline: Jewish Studies, Peace, War, and Defense)  | Shemer        | 3   | S   |    |     | X |   |
| 30  | X |   | ASIA 469  | Western and Asian Economic Systems (Cross-discipline: Economics)   | Rosefielde    | 3   | F   | 6  | 0   |   | X |
| 25  | X |   | ASIA 538  | The Middle East and the West (Cross-discipline: History)   | Aydin         | 3   | F   |    |     | X | X |
|     |   |   |           | <b>BUSINESS</b>  |               |     |     |    |     |   |   |
| 25  |   |   | BUSI 533H | Supply Chain Management (European examples)  | Lu            | 1.5 | F   | 21 | 0   | X | X |
| 30  |   |   | BUSI 610  | Global Environment of Business (European examples)   | Elvers        | 1.5 | F/S | 88 | 1   | X | X |
| 30  |   |   | BUSI 617  | Global Marketing (European examples)   | Didow         | 1.5 | F/S | 55 | 0   | X | X |
| 25  |   |   | BUSI 623  | Global Venturing (European examples)   | Zoller        | 1.5 | F   | 17 | 0   | X | X |
| 25  |   |   | BUSI 624  | GLOBE Entrepreneurship Immersion II (European examples)  | Staff         | 1.5 | F   |    |     | X | X |
| 25  |   |   | MBA 711   | Supply Chain Management (European examples)  | Lu            | 1.5 | F   | 0  | 92  | X |   |
| 25  |   |   | MBA 774   | Global Economics (European examples)   | Lundblad      | 1.5 | F   | 0  | 372 | X |   |
| 75  |   |   | MBA 796   | Global Financial Markets (European examples)   | Lundblad      | 1.5 | F   | 0  | 78  | X |   |
| 25  |   |   | MBA 801B  | Leading & Managing in a Global Organization II (European examples)   | Staff         | 1.5 | S   |    |     | X | X |
| 40  |   |   | MBA 833   | Alternative Energy (European examples)   | Staff         | 1.5 | S   | 1  | 47  | X | X |
| 100 |   |   | MBA 838   | Global Entrepreneurship Lab: includes 3-4 pre-departure sessions and a week-long residency experience in Copenhagen, Denmark   | Zoller        |     | S   | 0  | 18  | X | X |
| 50  |   |   | MBA 870   | Global Immersion Elective: Russia and the United Kingdom. Students study real estate financing, investment, practice in Moscow, St. Petersburg, Cambridge, and London. | Staff         | 3   | F/S | 0  | 127 | X | X |
| 50  |   |   | MBA 892A  | Global Immersion I (European examples)   | Balasubramani | 1   | F/S | 0  | 444 | X | X |
| 50  |   |   | MBA 892B  | Global Immersion II (European examples)  | Balasubramani | 1   | F/S | 0  | 225 | X | X |
| 50  |   |   | MBA 892C  | Global Immersion III (European examples)   | Balasubramani | 1   | F/S | 0  | 140 | X | X |

Appendix 2A: Area Studies Course List

|     |   |  |           |  |               |   |        |     |     |   |   |
|-----|---|--|-----------|--|---------------|---|--------|-----|-----|---|---|
| 50  |   |  | MBA 892D  | Global Immersion IV (European examples)  | Balasubramani | 1 | F/S    | 0   | 115 | X | X |
| 50  |   |  | MBA 892E  | Global Immersion V (European examples)   | Balasubramani | 1 | F/S    | 0   | 13  | X | X |
|     |   |  |           | <b>CITY AND REGIONAL PLANNING</b>  |               |   |        |     |     |   |   |
| 25  |   |  | PLAN 246  | Cities of the Future   | Rohe          | 3 | S/SS   | 75  | 0   | X |   |
| 50  |   |  | PLAN 330  | Principles of Sustainability (using European cities as case studies)                     | Staff         | 3 | S      | 10  | 0   | X |   |
| 50  |   |  | PLAN 420  | Community Design and Green Architecture (using European cities as case studies)          | Staff         | 3 | S      | 4   | 0   | X |   |
| 25  |   |  | PLAN 636  | Urban Transportation Planning (European examples)  | Staff         | 3 | F/S    | 8   | 14  | X | X |
|     |   |  |           | <b>CLASSICAL ARCHAEOLOGY</b>   |               |   |        |     |     |   |   |
| 75  |   |  | CLAR 120  | Ancient Cities (includes Roman Empire)   | Haggis, staff | 3 | F/S    | 265 | 0   | X | X |
| 75  |   |  | CLAR 120H | Ancient Cities - Honors (includes Roman Empire)  | Haggis        | 3 | F      |     |     | X |   |
| 100 |   |  | CLAR 243  | Minoans and Mycenaeans: The Archaeology of Bronze Age Greece                             | Haggis        | 3 | F      | 35  | 0   |   |   |
| 100 |   |  | CLAR 244  | Greek Archaeology  | Haggis        | 3 | F      | 31  | 1   |   | X |
| 100 |   |  | CLAR 245  | Archaeology of Italy   | Staff         | 3 | F/SS   |     |     | X | X |
| 100 |   |  | CLAR 247  | Roman Archaeology  | Staff         | 3 | S      | 53  | 0   | X |   |
| 100 | X |  | CLAR 262  | Art of Classical Greece (Cross-discipline: Art History)                                  | Haggis        | 3 | S      | 14  | 0   |   |   |
| 100 | X |  | CLAR 464  | Greek Architecture (Cross-discipline: Art History)                                       | Haggis        | 3 | S      |     |     | X |   |
| 100 | X |  | CLAR 465  | Architecture of Etruria and Rome (Cross-discipline: Art History and Studio Art)          | Valladares    | 3 | S      |     |     | X |   |
| 100 | X |  | CLAR 476  | Roman Painting   | Valladares    | 3 | F      |     |     |   | X |
| 100 |   |  | CLAR 782  | Archaeology of Dark Age Greece   | Haggis        | 3 | S      |     |     | X |   |
|     |   |  |           | <b>CLASSICAL CIVILIZATION</b>  |               |   |        |     |     |   |   |
| 100 |   |  | CLAS 055H | First-Year Seminar: Three Greek and Roman Epics  | O'Hara        | 3 | S      | 24  | 0   | X |   |
| 100 |   |  | CLAS 057H | First Year Seminar: Dead and Deadly Women: Greek Tragic Heroines from Aeschylus to Eliot | James         | 3 | S      |     |     | X |   |
| 100 |   |  | CLAS 61   | First Year Seminar: Writing the Past (focus on Greek historians)                         | Baragwanath   | 3 | F      |     |     | X | X |
| 100 |   |  | CLAS 63   | First Year Seminar: The Politics of Persuasion in the Ancient and Modern Worlds          | Grillo        | 3 | F      | 22  | 0   |   |   |
| 100 |   |  | CLAS 89H  | First Year Seminar: Special Topics (Ancient Greek Drama)                                 | Duncan        | 3 | F      |     |     | X | X |
| 100 |   |  | CLAS 121  | The Greeks   | Barangwanath  | 3 | F      |     |     | X | X |
| 100 |   |  | CLAS 122  | The Romans   | Grillo        | 3 | F      | 89  | 0   |   |   |
| 100 |   |  | CLAS 122H | The Romans   | Grillo        | 3 | F      | 34  | 0   |   |   |
| 100 |   |  | CLAS 125  | World Formation and Etymology (European examples)  | Staff         | 3 | F/S/SS | 1   | 0   | X |   |
| 100 |   |  | CLAS 126  | Medical Word Formation and Etymology   | Staff         | 3 | F/S/SS | 152 | 13  | X | X |
| 100 |   |  | CLAS 131  | Classical Mythology  | Rives         | 3 | F/S/SS | 148 | 0   | X | X |
| 100 |   |  | CLAS 131H | Classical Mythology  | Rives         | 3 | F      | 32  | 0   |   | X |
| 100 | X |  | CLAS 241  | Women in Ancient Rome (Cross-discipline: Women's and Gender Studies)                     | James         | 3 | F      |     |     | X | X |
| 100 | X |  | CLAS 241H | Women in Ancient Rome - Honors (Cross-discipline: Women's and Gender Studies)            | James         | 3 | F      |     |     | X | X |
| 100 |   |  | CLAS 257  | Age of Augustus  | Staff         | 3 | SS     | 6   | 0   |   |   |
| 100 |   |  | CLAS 371  | Cicero, Caesar, and the End of the Roman Empire  | Grillo        | 3 | F      |     |     |   | X |
| 100 |   |  | CLAS 391  | Junior Seminar   | Race          | 3 | S      | 14  | 0   | X |   |
| 100 |   |  | GREK 510  | Readings in Greek Literature of the Fourth Century                                       | Downie        | 3 | F      | 1   | 7   |   |   |
| 100 |   |  | GREK 712  | Readings in Greek Literature of the Fifth Century  | Duncan        | 3 | F      |     |     | X | X |
| 100 |   |  | GREK 753  | Greek Lyric Poetry   | Rosenmeyer    | 3 | F      |     |     | X | X |
| 100 |   |  | GREK 767  | Greek Rhetoric and Oratory   | Downie        | 3 | F      | 0   | 5   |   |   |
| 100 |   |  | GREK 901  | Greek Seminar  | Race          | 3 | S      | 0   | 5   | X |   |
| 100 |   |  | LATN 221  | Vergil   | Babcock       | 3 | F      | 8   | 0   | X | X |
| 100 |   |  | LATN 222  | Cicero: The Man and His Times  | Grillo        | 3 | S      | 2   | 2   | X |   |
| 100 |   |  | LATN 223  | Ovid   | O'Hara        | 3 | F      | 17  | 4   | X | X |
| 100 |   |  | LATN 335  | Roman Elegy  | James         | 3 | S      |     |     | X |   |

Appendix 2A: Area Studies Course List

|     |   |  |           |  |                   |   |        |     |    |   |   |
|-----|---|--|-----------|--|-------------------|---|--------|-----|----|---|---|
| 100 |   |  | LATN 351  | Lucretius  | O'Hara            | 3 | S      | 17  | 2  |   |   |
| 100 |   |  | LATN 352  | Petronius and the Age of Nero  | James             | 3 | F      | 4   | 0  |   |   |
| 100 |   |  | LATN 353  | Satire (Horace and Juvenal)  | Grillo            | 3 | F      |     |    | X | X |
| 100 |   |  | LATN 396  | Special Readings in Latin Literature   | James             | 3 | F/S    | 1   | 0  |   |   |
| 100 |   |  | LATN 513  | Readings in Latin Literature of the Empire   | Babcock           | 3 | S      | 5   | 6  |   |   |
| 100 |   |  | LATN 710  | Intro to Latin Composition   | Grillo            | 3 | F      |     |    | X | X |
| 100 |   |  | LATN 712  | Readings in Latin Literature of the Augustan Age   | O'Hara            | 3 | S      |     |    | X |   |
| 100 |   |  | LATN 724  | Latin Textual Criticism  | Babcock           | 3 | F      | 0   | 10 |   |   |
| 100 |   |  | LATN 764  | Roman Dramatic Literature  | James             | 3 | F      |     |    | X | X |
| 100 |   |  | LATN 780  | The Roman Novel  | Rives             | 3 | S      |     |    | X |   |
| 100 |   |  | LATN 901  | Latin Seminars   | Staff             | 3 | F      | 0   | 7  | X | X |
|     |   |  |           | <b>COMMUNICATION STUDIES</b>   |                   |   |        |     |    |   |   |
| 30  |   |  | COMM 61   | First Year Seminar: The Politics of Performance  | Perruci           | 3 | F      |     |    | X | X |
| 30  |   |  | COMM 140  | Introduction to Media History, Theory, and Criticism   | Thomas            | 3 | F/S/SS | 492 | 0  | X | X |
| 30  | X |  | COMM 318  | Cultural Diversity (Thinking about cultural difference - race, gender, nationality, religion, etc.)  | Young             | 3 | F/S    | 70  | 0  | X | X |
| 25  |   |  | COMM 335  | Film Story Analysis (includes European works)  | Coen              | 3 | F      | 22  | 1  |   | X |
| 80  |   |  | COMM 412  | Critical Theory (European examples)  | Grossberg         | 3 | S      | 44  | 1  | X | X |
| 75  |   |  | COMM 413  | Freud  | Staff             | 3 | F      | 25  | 1  |   |   |
| 30  |   |  | COMM 450  | Media and Popular Culture (Examples from W European art, film, literature.)                          | Thomas            | 3 | F/S/SS | 74  | 0  | X | X |
| 50  | X |  | COMM 464  | Collaborative Performance  | Perruci           | 3 | S      |     |    | X |   |
| 25  |   |  | COMM 564  | Performance and Popular Culture (European examples)  | Young             | 3 | S      |     |    | X |   |
| 50  | X |  | COMM 574  | War and Culture (Cross-discipline: Peace, War, and Defense)  | Dauber            | 3 | F/S    | 28  | 1  | X | X |
| 25  | X |  | COMM 650  | Global Media Economics after Convergence   | Palm              | 3 | S      | 20  | 0  | X |   |
| 25  | X |  | COMM 703  | Communication and the Political (European examples)  | Grossberg         | 3 | F      | 0   | 9  |   |   |
| 30  |   |  | COMM 750  | Cultural Studies (European examples)   | Grossberg         | 3 | S      | 2   | 15 |   |   |
| 30  |   |  | COMM 855  | Seminar in Cultural Studies (Topics include Modernities in Cultural Studies.)                        | Grossberg         | 3 | S      |     |    | X |   |
|     |   |  |           | <b>COMPARATIVE LITERATURE</b>  |                   |   |        |     |    |   |   |
| 100 |   |  | CMPL 120  | Great Books I: Epic and Lyric Traditions   | Koelb             | 3 | F/S    | 121 | 0  | X | X |
| 75  |   |  | CMPL 121  | Great Books I: Romancing the World   | Collins           | 3 | F      | 27  | 0  |   |   |
| 100 |   |  | CMPL 122  | Great Books I: Visual Arts and Literature  | Collins, staff    | 3 | F/S    | 37  | 0  | X |   |
| 100 |   |  | CMPL123   | Great Books I: Visual Arts and Literature from Antiquity to 1750                                     | Melehy            | 3 | S      |     |    | X |   |
| 75  |   |  | CMPL 130  | Great Books II: Romanticism, Realism, Modernism  | Koelb             | 3 | S      |     |    | X |   |
| 75  |   |  | CMPL 130H | Great Books II: Romanticism, Realism, Modernism  | Leonard           | 3 | F      | 11  | 0  |   |   |
| 40  |   |  | CMPL 131  | Great Books II: Savage, Native, Stranger, Other  | Leonard           | 3 | S      | 11  | 0  | X |   |
| 60  |   |  | CMPL 134H | Great Books II: Travel and Identity - Honors   | Brodey            | 3 |        |     |    |   |   |
| 100 |   |  | CMPL 142  | Visual Culture II (European examples)  | Brodey            | 3 | S      | 15  | 0  | X |   |
| 30  |   |  | CMPL 143  | Global Cinema (European examples)  | Flaxman           | 3 | S      | 133 | 0  | X |   |
| 25  |   |  | CMPL 144  | Film Culture (European examples)   | Pollmann          | 3 | F      |     |    | X | X |
| 100 |   |  | CMPL 223  | Global Authors: Cervantes  | Shemer            | 3 | F      |     |    | X | X |
| 25  |   |  | CMPL 250  | Approaches to Comparative Literature (European examples)   | Collins           | 3 | F      | 10  | 0  | X | X |
| 60  |   |  | CMPL 250H | Approaches to Comparative Literature - Honors (European examples)                                    | Legassie          | 3 | F      | 10  | 0  |   |   |
| 25  |   |  | CMPL 260  | Landscape in Literature and the Arts: Re-Imagining the Natural World                                 | Legassie, McGowan | 3 | F      | 12  | 0  |   |   |
| 100 | X |  | CMPL 270  | German Culture and the Jewish Question (Cross-disciplines: Jewish Studies, Religion, German Studies) | Koelb             | 3 | F      |     |    | X | X |
| 25  |   |  | CMPL 277  | Myth, Fable, Novella: The Long History of the Short Story  | Staff             | 3 | F      | 28  | 0  |   |   |

Appendix 2A: Area Studies Course List

|                                      |   |   |   |           |  |                |   |        |     |    |   |   |
|--------------------------------------|---|---|---|-----------|--|----------------|---|--------|-----|----|---|---|
| 75                                   |   | X |   | CMPL 279  | Once Upon A Fairy Tale: Fairy Tales and Childhood, Then and Now (Cross-discipline: German Studies)   | Legassie       | 3 | F/SS   | 60  | 0  |   |   |
| 25                                   |   |   |   | CMPL 280  | Film Genres (European examples)  | Downing        | 3 | S      | 26  | 0  | X |   |
| 50                                   |   |   |   | CMPL 460  | Transnational Romanticism: Romantic Movements in Europe and the Americas                             | Brody          | 3 | S      | 11  | 0  | X |   |
| 30                                   |   |   |   | CMPL 463  | Cinema and Surrealism  | Warner         | 3 | F      | 26  | 1  |   |   |
| 60                                   |   |   |   | CMPL 469  | Kundera and World Literature (includes European literature; Cross-discipline: Czech Studies)         | Pichova        | 3 | S      |     |    | X |   |
| 75                                   |   |   |   | CMPL 470  | Concepts of Tragic (European examples)   | Downing        | 3 | S      |     |    | X |   |
| 75                                   |   | X |   | CMPL 477  | Vladimir Nabokov: Life and Art (Cross-discipline: Russian Language and Literature)                   | Shvabrin       | 3 | S      | 15  | 0  | X |   |
| 50                                   |   | X |   | CMPL 489  | Empire and Diplomacy (Cross-discipline: Peace, War, and Defense)                                     | Leinbaugh      | 3 | S      |     |    | X |   |
| 25                                   |   |   |   | CMPL 500  | Advanced Seminar   | Legassie       | 3 | S      | 21  |    | X |   |
| 50                                   |   | X |   | CMPL 745  | Vanguards (Cross-discipline: Spanish)  | Rivero         | 3 | F      | 0   | 2  |   | X |
| 100                                  |   |   |   | CMPL 841  | History of Literary Criticism I: Classicism  | Downing, Koelb | 3 | S      | 0   | 15 | X |   |
| 75                                   |   |   |   | CMPL 842  | History of Literary Criticism II: 1750-1950  | Koelb          | 3 | S      |     |    | X |   |
| 40                                   |   | X |   | CMPL 890  | Special Topics in Comparative Literature: International Modernisms (Cross-discipline: English)       | Legassie       | 3 | F      |     |    |   | X |
| <b>CONTEMPORARY EUROPEAN STUDIES</b> |   |   |   |           |  |                |   |        |     |    |   |   |
| 50                                   |   |   |   | EURO 89   | Europe and the US in a Changing World  | Hooghe         |   |        |     |    |   |   |
| 100                                  | X | X | X | EURO 159  | 20th Century Europe LAC Discussion in German (Cross-discipline: History)                             | Jaraus         | 3 | F      | 11  | 0  | X | X |
| 100                                  |   | X | X | EURO 239  | Introduction to European Government (Cross-discipline: Political Science)                            | Moroff         | 3 | F/S    | 30  | 0  | X | X |
| 100                                  |   | X |   | EURO 252  | Politics, Society, and Culture in Modern Germany (1871-1945) (Cross-discipline: History)             | Hagemann       | 3 | F      |     |    | X | X |
| 100                                  |   | X |   | EURO 257  | Politics, Society, and Culture in Postwar Germany (Cross-discipline: History, Political Science)     | Jaraus         | 3 | S      |     |    | X |   |
| 100                                  |   | X |   | EURO 259  | Towards Emancipation? Women in Modern Europe (Cross-discipline: History, Women's and Gender Studies) | Hagemann       | 3 | S      |     |    | X |   |
| 100                                  |   | X |   | EURO 347  | Fascist Challenge in Europe, 1918-1945 (Cross-discipline: History)                                   | Hagemann       | 3 | S      |     |    | X | X |
| 50                                   |   | X |   | EURO 442  | International Political Economy (Cross-discipline: Political Science)                                | Mosley, Oatley | 3 | F      | 3   | 0  | X |   |
| 50                                   |   | X |   | EURO 460  | International Economics (Cross-discipline: Economics, Peace War & Defense)                           | Vaidyanathan   | 3 | F/S/SS | 4   | 0  | X | X |
| <b>CZECH STUDIES</b>                 |   |   |   |           |  |                |   |        |     |    |   |   |
| 60                                   |   | X |   | CZCH 469  | Kundera and World Literature (cross-discipline Comparative Literature)                               | Pichova        | 3 | S      |     |    | X |   |
| <b>DRAMATIC ART</b>                  |   |   |   |           |  |                |   |        |     |    |   |   |
| 75                                   |   |   |   | DRAM 115  | Perspectives in Drama (European examples)  | Kable          | 3 | F/S    | 833 | 0  | X | X |
| 75                                   |   |   |   | DRAM 116  | Perspectives in the Theater: Study of major periods of theatrical expression (European examples)     | Staff          | 3 | F/S/SS | 862 | 0  | X | X |
| 100                                  |   |   |   | DRAM 281  | Theater History and Literature I: Practice and Writing, from Greeks to 1700                          | Kable          | 3 | F      | 34  | 0  | X | X |
| 75                                   |   |   |   | DRAM 282  | Theater History and Literature II: Practice and Writing, 1700-1920                                   | Kable          | 3 | S      | 38  | 0  | X |   |
| 50                                   |   |   |   | DRAM 283  | Theatre History and Literature III: Practice and Writing, 1930 to the present                        | O'Brien        | 3 | S      |     |    | X |   |
| 50                                   |   |   |   | DRAM 284  | Studies in Dramatic Theory and Criticism (modern period)   | Staff          | 3 | F/S/SS | 47  | 2  | X | X |
| 100                                  |   |   |   | DRAM 285H | Modern British Drama (1965 to present)   | Kable          | 3 | S      | 22  | 0  | X |   |
| 100                                  |   |   |   | DRAM 286  | Modern Irish Drama   | O'Brien        | 3 | S      |     |    | X |   |
| 60                                   |   |   |   | DRAM 470  | Costume History (European examples)  | Owen           | 3 | F      | 11  | 0  | X | X |
| 60                                   |   |   |   | DRAM 470H | Costume History Honors   | Owen           | 3 | F      | 0   | 2  | X | X |

Appendix 2A: Area Studies Course List

|     |   |  |           |  |                                 |   |        |     |    |   |   |
|-----|---|--|-----------|--|---------------------------------|---|--------|-----|----|---|---|
| 75  |   |  | DRAM 772  | Period Pattern II: Victorian (Study of historical pattern with an emphasis in Victorian era.)  | Owen                            | 3 | F      |     |    |   | X |
| 75  |   |  | DRAM 774  | Period Patterns III: 20th Century  | Kable                           | 3 | S      | 0   | 5  | X |   |
|     |   |  |           | <b>ECONOMICS</b>   |                                 |   |        |     |    |   |   |
| 45  |   |  | ECON 360H | Survey of International and Development Economics (European examples)  | Kendall                         | 3 | F/S    | 12  | 0  | X | X |
| 50  | X |  | ECON 380  | The Economics of Labor Relations (Cross-discipline: Management)  | Staff                           | 3 | F/S    | 70  | 0  | X | X |
| 40  | X |  | ECON 384  | Introduction to Philosophy, Politics and Economics (Cross-disciplines: Philosophy, Political Science)  | Boven                           | 3 | F/S    | 38  | 0  | X | X |
| 25  |   |  | ECON 423  | Financial Markets and Economic Fluctuations (Discussion of European Markets)   | Staff                           | 3 | F/S    | 89  | 0  | X | X |
| 80  |   |  | ECON 434  | History of Economic Doctrines: from scholastics through Keynes   | Staff                           | 3 | F/S    | 91  | 0  | X | X |
| 50  | X |  | ECON 460  | International Economics: International trade, foreign economic policy (Cross-disciplines: Peace War & Defense, Contemporary European Studies) (TAM-optional course)      | Vaidyanathan                    | 3 | F/S/SS | 135 | 0  | X | X |
| 100 | X |  | ECON 461  | European Economic Integration (TAM-optional course)  | Staff                           | 3 | S      | 36  | 0  | X |   |
| 75  |   |  | ECON 468  | Soviet and Post-Soviet Economic Systems  | Rosefelde                       | 3 | F/SS   | 25  | 0  | X | X |
| 30  | X |  | ECON 469  | Western and Asian Economic Systems (Cross-discipline: Asian Studies)   | Rosefelde                       | 3 | S      | 61  | 0  | X | X |
| 40  |   |  | ECON 560  | Advanced International Economics: Trade barriers, International monetary policy  | Black                           | 3 | F/S    | 55  | 0  | X | X |
| 50  |   |  | ECON 861  | Int'l Monetary Economics: International monetary system, exchange rates--EMS principal example   | Conway                          | 3 | S      |     |    | X |   |
|     |   |  |           | <b>EDUCATION</b>   |                                 |   |        |     |    |   |   |
| 25  | X |  | EDUC 505  | Leadership in Education/Nonprofit Settings   | Houck                           | 3 | S      |     |    | X | X |
| 25  |   |  | EDUC 508  | Cultural Competence, Leadership, and You   | Staff                           | 3 | F      | 28  | 0  |   | X |
| 30  |   |  | EDUC 521  | Schools and Cultures I (European examples)   | Stone                           | 3 | F      | 23  | 2  | X | X |
| 30  |   |  | EDUC 522  | Schools and Cultures II (European examples)  | Stone                           | 3 | S      | 24  | 1  | X |   |
| 25  | X |  | EDUC 526  | Ethics and Education: From Global Problems to Classroom Dilemmas   | Gulledge                        | 3 | S      |     |    | X | X |
| 25  |   |  | EDUC 533  | Social Justice in Education (European examples)  | Staff                           | 3 | F      | 52  | 7  |   |   |
| 35  |   |  | EDUC 564  | Teaching Social Studies in the Middle Grades (European examples)   | Gulledge, Bolick                | 3 | F      | 6   | 1  |   |   |
| 25  |   |  | EDUC 877  | Critical Multicultural Education (European examples)   | Staff                           | 3 | F      | 0   | 12 |   | X |
| 25  |   |  | EDUC XX   | International Project Management (European examples)   | Houck                           | 3 | F      |     |    |   | X |
|     |   |  |           | <b>ENGLISH</b>   |                                 |   |        |     |    |   |   |
| 40  |   |  | ENGL 054H | First Year Seminar: The War to End All Wars? World War I and the Modern World  | McGowan                         | 3 | S      | 0   | 18 | X |   |
| 100 |   |  | ENGL 73   | First Year Seminar: Literature of War From World War I To the 21st Century   | Lithgow                         | 3 | S      | 0   | 18 | X |   |
| 100 |   |  | ENGL 81   | First Year Seminar: Jane Eyre and its Afterlives   | Moskal                          | 3 | S      | 0   | 15 | X |   |
| 100 |   |  | ENGL 085H | First Year Honors Seminar: Economic Saints and Villains: The Entrepreneurial Spirit in Early English Literature (examines early modern England from 16th-19th centuries) | Kendall                         | 3 | F/S    | 24  | 0  | X | X |
| 50  |   |  | ENGL 087  | First Year Seminar: Jane Austen, Then and Now  | Moskal                          | 3 | S      | 15  | 0  |   |   |
| 40  |   |  | ENGL 089  | First Year Seminar: Literature of War from World War I to the 21st Century   | McGowan                         | 3 | F/S    | 94  | 0  | X | X |
| 100 |   |  | ENGL 120  | British Literature, Medieval to 18th Century   | O'Neill, Barbour, Wittig, Wolfe | 3 | F/S/SS | 411 | 0  | X | X |
| 100 |   |  | ENGL 121  | British Literature, Wordsworth to Eliot  | McGowan, Viscomi                | 3 | F/S/SS | 132 | 0  | X | X |
| 50  |   |  | ENGL 125  | Introduction to Poetry (covers works from all periods of English and American literature)  | Salvaggio                       | 3 | F/S    | 133 | 0  | X | X |

Appendix 2A: Area Studies Course List

|     |   |  |           |   |                        |   |        |     |    |   |   |
|-----|---|--|-----------|---|------------------------|---|--------|-----|----|---|---|
| 60  |   |  | ENGL 126  | Introduction to Drama (Drama of the Greek, Renaissance, and modern periods)   | Staff                  | 3 | F/S    | 85  | 0  | X |   |
| 30  | X |  | ENGL 140  | Introduction to Gay and Lesbian Literature (Cross-discipline: Women's and Gender Studies)   | Staff                  | 3 | F/S/SS | 78  | 0  | X | X |
| 50  |   |  | ENGL 141  | World Literatures in English  | Staff                  | 3 | F/S    | 68  | 0  | X | X |
| 25  |   |  | ENGL 142  | Film Analysis (European examples)   | Flaxman                | 3 | F      | 128 | 0  | X | X |
| 60  |   |  | ENGL 145  | Literary Genres: Gothic Literature  | Rosenthal              | 3 | F      | 29  | 0  |   |   |
| 100 |   |  | ENGL 225  | Shakespeare   | Armitage, Floyd-Wilson | 3 | F/S/SS | 325 | 2  | X | X |
| 100 |   |  | ENGL 226  | Renaissance Drama   | Floyd-Wilson, Kendall  | 3 | F      | 34  | 0  |   |   |
| 100 |   |  | ENGL 228  | Literature of the Later Renaissance   | Barbour                | 3 | F      | 30  | 0  | X | X |
| 100 |   |  | ENGL 230  | Milton  | Barbour                | 3 | F/S    | 45  | 0  | X | X |
| 40  | X |  | ENGL 248  | Intersectionality: Race, Gender, Sexuality, and Social Justice (Cross-disciplines: American Studies, Political Science, Women's and Gender Studies) | Shields, Staff         | 3 | S      |     |    | X |   |
| 75  | X |  | ENGL 263  | Literature and Gender: Women and Literature in the Eighteenth Century (Cross-discipline: Women's and Gender Studies)                                | Rosenthal              | 3 | S      | 16  | 0  |   |   |
| 75  | X |  | ENGL 263H | Literature and Gender: Women and Literature in the Eighteenth Century (Cross-discipline: Women's and Gender Studies)                                | Matchinske             | 3 | F/S    | 12  |    | X |   |
| 100 |   |  | ENGL 314  | History of the English Language   | Staff                  | 3 | F      | 30  | 0  | X | X |
| 100 |   |  | ENGL 319  | Intro to Medieval English Literature  | Leinbaugh, O'Neill     | 3 | F      |     |    | X | X |
| 100 |   |  | ENGL 320  | Chaucer   | Leinbaugh, Wittig      | 3 | F      | 24  | 0  | X | X |
| 100 |   |  | ENGL 330  | Perspectives on the Renaissance   | Staff                  | 3 | F      | 22  | 0  |   |   |
| 100 |   |  | ENGL 331  | 18th Century British Literature   | Thompson               | 3 | F/S    | 66  | 0  |   |   |
| 100 |   |  | ENGL 333  | 18th Century British Fiction  | Thompson               | 3 | F      | 31  | 0  |   |   |
| 100 |   |  | ENGL 337H | The Romantic Revolution in the Arts   | Viscomi                | 3 | S      | 10  | 0  | X |   |
| 100 |   |  | ENGL 338  | 19th Century British Novel  | Langbauer              | 3 | F/S    |     |    | X | X |
| 100 |   |  | ENGL 340  | Studies in Jane Austen  | Thompson               | 3 | F/S    |     |    | X | X |
| 100 |   |  | ENGL 355  | The British Novel, 1870- WWII   | Cooper                 | 3 | F/S    | 23  | 0  | X | X |
| 50  |   |  | ENGL 356  | British & American Fiction since WWII   | Cooper, staff          | 3 | S      | 65  | 1  | X |   |
| 50  | X |  | ENGL 363  | Feminist Literary Theory (Cross-discipline: Women's and Gender Studies)   | Salvaggio, staff       | 3 | F/S    | 22  | 0  | X | X |
| 100 |   |  | ENGL 377  | Intro to Celtic Cultures  | O'Neill                | 3 | S      | 17  | 0  | X |   |
| 100 |   |  | ENGL 390  | Studies in Literary Topics: Seamus Heaney   | Cooper                 | 3 | F/S    | 31  | 0  | X | X |
| 100 |   |  | ENGL 430  | Renaissance Literature - Contemporary Issues  | Baker                  | 3 | S      | 25  | 0  | X |   |
| 100 |   |  | ENGL 437  | Chief British Romantic Writers  | Viscomi                | 3 | F      | 26  | 0  | X | X |
| 100 |   |  | ENGL 620  | Introduction to Old English Language and Literature   | Leinbaugh              | 3 | F/S    | 12  | 2  | X | X |
| 50  | X |  | ENGL 659  | Images of War in 20th Century Literature (Cross-discipline: Peace War & Defense)  | Armitage               | 3 | F/S    | 15  | 0  | X |   |
| 100 | X |  | ENGL 814  | History of the English Language (Cross-discipline: Linguistics)   | O'Neill                | 3 | F/S    | 0   | 20 | X |   |
| 100 |   |  | ENGL 825  | Renaissance Literature in Context   | Wolfe                  | 3 | F/S    | 0   | 15 | X |   |
| 100 |   |  | ENGL 827  | Studies in Renaissance Authors  | Barbour                | 3 | S      |     |    | X |   |
| 75  |   |  | ENGL 835  | 18th Century Fiction  | Thompson               | 3 | S      | 0   | 7  | X |   |
| 100 |   |  | ENGL 838  | 19th Century English Novel  | Langbauer              | 3 | F      |     |    | X | X |
| 100 |   |  | ENGL 840  | Victorian Literature and Poetry   | Flaxman                | 3 |        |     |    |   |   |
| 100 |   |  | ENGL 841  | Seminar in 19th Century Romanticism in England  | Viscomi, Moskal        | 3 | S      |     |    | X |   |
| 50  |   |  | ENGL 863  | Seminar in Postcolonial Literature  | Rosenthal              | 3 | F      |     |    | X |   |
| 100 |   |  | ENGL 876  | Into to Modern Irish I  | O'Neill                | 3 | F      | 0   | 5  | X | X |
| 100 |   |  | ENGL 877  | Introduction to Modern Irish II   | O'Neill                | 3 | S      | 0   | 5  | X |   |
|     |   |  |           | <b>ENVIRONMENT AND ECOLOGY</b>  |                        |   |        |     |    |   |   |
| 25  | X |  | ENEC 254  | International Environmental Politics (European examples) (Cross-discipline: Political Science)  | McKeown                | 3 | F      |     |    | X | X |



Appendix 2A: Area Studies Course List

|     |   |   |   |          |  |            |   |        |     |    |  |   |   |
|-----|---|---|---|----------|--|------------|---|--------|-----|----|--|---|---|
| 25  |   | X |   | ENEC 451 | Population, Development, and the Environment (European examples) (Cross-discipline: Geography)                                       | Gray       | 3 | F      |     |    |  | X | X |
|     |   |   |   |          | <b>FOLKLORE</b>  |            |   |        |     |    |  |   |   |
| 75  |   | X |   | FOLK 481 | The Changing Lives of Jewish Objects (Cross-discipline: Jewish Studies)  | Berlinger  | 3 | F      |     |    |  | X | X |
| 25  |   |   |   | FOLK 487 | Everyday Stories: Personal Narrative and Legend (European examples) (Cross-discipline: English)                                      | Sawin      | 3 | F      |     |    |  | X | X |
| 50  |   | X |   | FOLK 505 | Traditions in Transition: Jewish Folklore and Ethnography (European examples) (Cross-discipline: Jewish Studies)                     | Berlinger  | 3 | F/S    | 18  | 2  |  | X |   |
|     |   |   |   |          | <b>FRENCH AND FRANCOPHONE STUDIES</b>  |            |   |        |     |    |  |   |   |
| 100 |   |   |   | FREN 260 | Literature and the French Speaking World   | Melehy     | 3 | F/S    | 21  | 0  |  | X | X |
| 100 |   |   |   | FREN 286 | Food for Thought: The Culture of Cuisine in Modern France  | Tanner     | 3 | S      |     |    |  | X |   |
| 100 |   |   |   | FREN 312 | French University Methodology through Literature   | Heitsch    | 3 | S      | 20  | 0  |  | X | X |
| 100 |   |   |   | FREN 331 | French Civilization II   | Rudosky    | 3 | F      | 25  | 0  |  | X | X |
| 100 |   |   |   | FREN 370 | Survey of French Literature I  | Melehy     | 3 | F      | 19  | 0  |  | X | X |
| 100 |   |   |   | FREN 371 | Survey of French Literature II   | Welch      | 3 | S      | 14  | 0  |  | X |   |
| 100 |   |   |   | FREN 372 | Survey of French Literature III  | Tanner     | 3 | F      | 20  | 0  |  | X | X |
| 100 |   | X |   | FREN 373 | French New Wave Cinema: Its Sources and Its Legacies   | Melehy     | 3 | S      | 18  | 0  |  |   |   |
| 100 |   |   |   | FREN 374 | Interdisciplinary Study of the French Novel in the 20th and 21st century: From the New Novel to the Extreme Contemporary Novel       | Rudosky    | 3 | S      | 14  | 0  |  | X |   |
| 100 |   |   |   | FREN 382 | Visual Francophone Studies   | Heitsch    | 3 | S      |     |    |  | X |   |
| 100 |   |   |   | FREN 387 | Paris/Versailles: The Court and the City in the 17th Century   | Welch      | 3 | F      |     |    |  | X | X |
| 100 |   |   |   | FREN 390 | Philosophical Paris  | Trop       | 3 | S      | 15  | 0  |  |   |   |
| 100 |   |   |   | FREN 515 | Social Networks: Technology and Community in Modern France   | Tanner     | 3 | S      |     |    |  | X |   |
| 75  |   |   |   | FREN 554 | Writing the Mediterranean  | Welch      | 3 | S      | 6   | 8  |  |   |   |
| 100 |   |   |   | FREN 561 | French Renaissance Literature and Culture  | Melehy     | 3 | S      | 2   | 9  |  |   |   |
| 100 |   |   |   | FREN 562 | Poetry of the French Renaissance   | Melehy     | 3 | F      |     |    |  | X | X |
| 100 |   | X |   | FREN 565 | French Phonetics and Phonology (Cross-discipline: Linguistics)   | Furry      | 3 | S      |     |    |  | X |   |
| 100 |   |   |   | FREN 583 | 18th Century French Literature and Culture   | Welch      | 3 | F      |     |    |  | X | X |
| 75  |   |   |   | FREN 590 | Special Topics in French and Francophone Studies   | Melehy     | 3 | S      |     |    |  | X |   |
| 100 |   |   |   | FREN 670 | 17th Century French Literature and Culture   | Welch      | 3 | F      | 1   | 11 |  |   |   |
|     |   |   |   |          | <b>GEOGRAPHY</b>   |            |   |        |     |    |  |   |   |
| 30  |   | X |   | GEOG 120 | World Regional Geography: Major World Regions, Population, Urbanization (European examples) (Cross-discipline: Peace War & Defense.) | Gray       | 3 | F/S/SS | 272 | 1  |  | X | X |
| 30  |   |   |   | GEOG 123 | Cultural Geography (European examples)   | Gökarıksel | 3 | F      | 47  | 0  |  |   |   |
| 30  | X | X | X | GEOG 210 | Global Issues (LAC discussions in French and Spanish. Cross-disciplines: Anthropology, History, Global Studies, Political Science)   | Weiler     | 3 | F/S    | 32  | 0  |  | X | X |
| 45  |   |   |   | GEOG 212 | Environmental Conservation and Global Change (European examples)   | Staff      | 3 | F      |     |    |  | X | X |
| 30  |   | X |   | GEOG 225 | Space, Place, & Difference (Cross-discipline: Women's and Gender Studies)  | Staff      | 3 | F/S    | 43  | 0  |  | X |   |
| 25  |   |   |   | GEOG 424 | Geographies of Religion (European examples)  | Staff      | 3 | S      | 23  | 1  |  |   |   |
| 25  |   |   |   | GEOG 448 | Transnational Geographies of Muslim Societies (European examples)  | Gökarıksel | 3 | S      | 10  | 1  |  |   |   |
| 25  |   | X |   | GEOG 451 | Population, Development, and the Environment (Cross-discipline: Environment and Ecology)   | Gray       | 3 | F      |     |    |  | X | X |
| 30  |   | X |   | GEOG 453 | Political Geography (Cross-discipline: Peace War & Defense)  | Kirsch     | 3 | F      | 42  | 2  |  | X | X |
| 30  |   |   |   | GEOG 460 | Geographies of Economic Change (European examples)   | Havice     | 3 | F      | 23  | 1  |  | X | X |



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|     |  |   |  |          |  |             |   |      |     |    |   |   |
|-----|--|---|--|----------|--|-------------|---|------|-----|----|---|---|
| 100 |  | X |  | GEOG 464 | Europe Today: Transnationalism, Globalism, and the Geographies of Pan-Europe (Cross-discipline: Global Studies)  | Pickles     | 3 | F/S  | 49  | 1  | X | X |
| 50  |  |   |  | GEOG 480 | Liberation Geographies: The Place, Politics and Practice of Resistance   | Pickles     | 3 | F    |     |    |   | X |
| 50  |  |   |  | GEOG 650 | Technology and Democracy Research (European examples)  | Kirsch      | 3 | S    | 13  | 0  | X |   |
| 50  |  |   |  | GEOG 702 | Geographical Thought (European examples)   | Pickles     | 3 | F    |     |    | X | X |
| 30  |  |   |  | GEOG 804 | Research Seminar in Social Geography (Topics include Neoliberalism and Subjectivity.)                            | Gökariksel  | 3 | S    | 0   | 10 | X |   |
| 30  |  |   |  | GEOG 805 | Research Seminar in International Area Studies, Development, and Globalization (European examples)               | Pickles     | 3 | S    | 2   | 13 | X |   |
|     |  |   |  |          | <b>GERMAN STUDIES</b>  |             |   |      |     |    |   |   |
| 100 |  | X |  | GERM 56  | First Year Seminar: Germans, Jews, and the History of Anti-Semitism (Cross-discipline: Global Studies)           | Staff       | 3 | F    | 25  | 0  |   |   |
| 100 |  |   |  | GERM 68  | Intensity, Vitality, Ecstasy   | Trop        | 3 | F    | 13  | 0  |   | X |
| 100 |  |   |  | GERM 211 | Concepts in Medieval Culture   | Prica       | 3 | F    | 18  | 0  |   |   |
| 100 |  |   |  | GERM 216 | The Viking Age   | Roberge     | 3 | S    |     |    | X |   |
| 100 |  |   |  | GERM 227 | Luther and the Bible   | Von Bernuth | 3 | S    | 42  | 0  |   |   |
| 100 |  |   |  | GERM 249 | German Literature in Translation   | Pike        | 3 | F    | 31  | 0  |   | X |
| 100 |  | X |  | GERM 250 | Women in German Cinema (Cross-discipline: Women's and Gender Studies)  | Pollmann    | 3 | S    |     |    | X |   |
| 75  |  | X |  | GERM 251 | Ideology and Aesthetics: Marxism in Literature (Cross-discipline: Slavic)  | Langston    | 3 | F/S  | 43  | 0  |   |   |
| 100 |  |   |  | GERM 265 | Hitler in Hollywood: Cinematic Representations of Nazi Germany   | Layne       | 3 | F    |     |    | X | X |
| 100 |  |   |  | GERM 267 | Contemporary German and Austrian Cinema  | Pollmann    | 3 | F    | 9   | 0  |   |   |
| 75  |  | X |  | GERM 279 | Once Upon A Fairy Tale: Fairy Tales and Childhood, Then and Now (Cross-discipline: Comparative Literature)       | Downing     | 3 | F/SS | 40  | 0  | X |   |
| 100 |  |   |  | GERM 280 | 20th-Century German Philosophy and Modern Youth Cultures   | Langston    | 3 | F    | 116 | 0  |   |   |
| 100 |  |   |  | GERM 281 | Freedom, Terror, and Identity: Modern Philosophy from Kant to Arendt   | Trop        | 3 | S    |     |    | X |   |
| 100 |  | X |  | GERM 283 | Freedom, Terror, and Identity: Modern Philosophy from Kant to Arendt (Cross-discipline: Peace, War, and Defense) | Trop        | 3 | S    |     |    | X |   |
| 100 |  |   |  | GERM 290 | Inspiration and Critique   | Trop        | 3 | F    | 11  | 0  |   | X |
| 100 |  |   |  | GERM 325 | Fools and Laughter in Early Modern German Literature   | Von Bernuth | 3 | F    | 5   | 1  |   |   |
| 100 |  |   |  | GERM 330 | Age of Goethe  | Trop        | 3 | F    | 14  | 0  |   |   |
| 100 |  |   |  | GERM 349 | Die Jahrhundertwende   | Langston    | 3 | S    | 13  | 0  |   |   |
| 100 |  |   |  | GERM 370 | Readings in German Intellectual History  | Trop        | 3 | F    | 13  | 0  |   |   |
| 100 |  |   |  | GERM 371 | The German Novella   | Wegel       | 3 | S    |     |    | X |   |
| 100 |  |   |  | GERM 374 | German Theater: Words Speaks as Loudly as Actions  | Wegel       | 3 | S    | 9   | 1  |   |   |
| 100 |  |   |  | GERM 379 | German Language Swiss Literature and Culture   | Prica       | 3 | F    |     |    | X | X |
| 100 |  |   |  | GERM 390 | Topics in German Studies   | Staff       | 3 | S    |     |    | X |   |
| 100 |  |   |  | GERM 501 | Structure of German (Cross-discipline: Linguistics)  | Roberge     | 3 | S    |     |    | X |   |
| 100 |  |   |  | GERM 615 | Cultural Foundations in German Studies, to 1800  | Koelb       | 3 | F    | 0   | 14 |   |   |
| 100 |  |   |  | GERM 616 | Cultural Foundation in German Studies: 1800 to Present   | Langston    | 3 | F    |     |    | X | X |
| 100 |  |   |  | GERM 655 | Later 20th Century Literature  | Layne       | 3 | F    | 1   | 7  |   |   |
| 100 |  |   |  | GERM 706 | Topics in Literary Theory  | Prica       | 3 | F    |     |    | X |   |
| 100 |  |   |  | GERM 860 | Topics in Aesthetics and Criticism   | Trop        | 3 | F    | 1   | 11 |   |   |
| 100 |  |   |  | GERM 865 | Topics in German Cultural Studies  | Downing     | 3 | S    |     |    | X |   |
| 100 |  |   |  | GERM 875 | Topics in German Jewish Studies  | Staff       | 3 | S    |     |    |   |   |
| 100 |  |   |  | GERM 880 | Topics in German Cinema  | Pollmann    | 3 | S    |     |    | X | X |
| 100 |  |   |  | GERM 994 | Doctoral Research and Dissertation   | Trop        | 3 | F    | 0   | 29 | X | X |

Appendix 2A: Area Studies Course List

|     |   |   |   |            |  |           |     |      |     |    |  |   |   |
|-----|---|---|---|------------|--|-----------|-----|------|-----|----|--|---|---|
|     |   |   |   |            | <b>GERMANIC AND SLAVIC LANGUAGES AND LITERATURES</b>   |           |     |      |     |    |  |   |   |
| 75  |   |   |   | GSLI 50    | First Year Seminar: Literary Fantasy and Historical Reality  | Koelb     | 3   | F    |     |    |  | X | X |
| 100 |   | X |   | GSLI 56    | First Year Seminar: Germans, Jews, and the History of Anti-Semitism (Cross-discipline: German)                 | Staff     | 3   | F    |     |    |  |   | X |
| 75  |   |   |   | GSLI 60    | First Year Seminar: Avant-Garde Cinema: History, Themes, Textures  | Langston  | 3   | S    |     |    |  |   | X |
| 100 |   |   |   | GSLI 67    | First Year Seminar: Blackness in the European Imaginary, Europe in the Black Imaginary                         | Layne     | 3   | S    |     |    |  | X |   |
| 75  |   |   |   | GSLI 82    | First Year Seminar: Doctor Stories   | Reese     | 3   | F    |     |    |  | X | X |
| 75  |   |   |   | GSLI 84    | First Year Seminar: Terror of the People: Terrorism in Russian Literature and History                          | Shvabrin  | 3   | F    |     |    |  | X | X |
| 100 |   |   |   | GSLI 254H  | The Division of Germany, Reunification, and Conflict with Russia   | Pike      | 3   | F    |     |    |  | X | X |
| 100 |   | X |   | GSLI 270   | German Culture and the Jewish Question (Cross-disciplines: Jewish Studies, Religion, Comparative Literature)   | Staff     | 3   | F    |     |    |  | X | X |
| 75  |   |   |   | GSLI 277   | The Moon in Song, Story, and Science: Mentored Research Projects in Cultural History                           | Koelb     | 3   | F    |     |    |  | X | X |
| 75  |   |   |   | GSLI 278   | Music, Image, Text (European examples)   | Trop      | 3   | F    |     |    |  | X | X |
| 75  |   |   |   | GSLI 284   | Philosophy and the Arts (European examples)  | Koelb     | 3   | S    |     |    |  | X |   |
| 100 |   |   |   | GSLI 475   | Magical Realism: Central European Literature in a Global Context   | Wampuszyc | 3   | S    |     |    |  | X |   |
| 100 |   |   |   | GSLI 480   | Interrogating Cultures of Fascism: Introduction to Frankfurt School's Critical Theory                          | Langston  | 3   | S    |     |    |  | X |   |
| 100 |   |   |   | GSLI 496   | Independent Readings in Germanic and Slavic/East European Studies  | Downing   | 1-3 | F/S  | 1   | 0  |  | X | X |
| 75  |   |   |   | GSLI 683   | Moving-Image Avant-gardes and Experimentalism  | Staff     | 3   | S    |     |    |  | X |   |
|     |   |   |   |            | <b>GLOBAL STUDIES</b>  |           |     |      |     |    |  |   |   |
| 30  | X | X | X | GLBL 210   | Global Issues (LAC discussion in French and Spanish. Cross-disciplines: Geography, History, Political Science) | Weiler    | 3   | F/S  | 688 | 2  |  | X | X |
| 50  |   |   |   | GLBL 381   | Great Decisions (European Examples)  | Weiler    | 3   | S    | 336 | 0  |  | X |   |
| 50  |   | X |   | GLBL 383   | Global Whiteness   | Staff     | 3   | F    | 26  | 0  |  | X | X |
| 50  |   |   |   | GLBL 390   | Current Topics: Colonization, Migration and National Identity  | Staff     | 3   | S/SS | 17  | 1  |  | X |   |
| 40  |   |   |   | GLBL 394   | Great Decisions and International Relations  | Weiler    | 3   | S    | 17  | 0  |  | X |   |
| 50  |   |   |   | GLBL 486H  | Sports and Globalization (European examples)   | Weiler    | 3   | F    | 23  | 0  |  | X | X |
| 50  |   |   |   | GLBL 487   | Social Movements: Rethinking Globalization (European examples)   | Osterweil | 3   | S    |     |    |  |   | X |
| 50  |   |   |   | GLBL 492 H | Global Food Films (European examples)  | Brodey    | 3   | S    | 16  | 0  |  | X |   |
| 75  |   | X |   | GLBL 514   | Monuments and Memory (European examples) (Cross-disciplines: Art History, History)                             | Sherman   | 3   | S    |     |    |  | X |   |
| 50  |   |   |   | GLBL 691H  | Honors in Global Studies   | Osterweil | 3   | S    | 8   | 0  |  | X |   |
| 50  |   |   |   | GLBL 692H  | Honors in Global Studies   | Osterweil | 3   | S    | 4   | 0  |  |   | X |
| 50  |   |   |   | GLBL 701   | Global Economy   | Staff     | 3   | S    | 1   | 9  |  | X |   |
| 50  |   |   |   | GLBL 702   | Global Politics, Institutions, and Societies   | Johnson   | 3   | F    | 0   | 8  |  | X | X |
| 50  |   |   |   | GLBL 703   | Global Migration and Labor Rights  | Staff     | 3   | S    | 0   | 7  |  | X |   |
| 50  |   | X |   | GLBL 730   | Identities and Transitions (Cross-discipline: Political Science)   | Robertson | 3   | S    | 0   | 4  |  | X |   |
|     |   |   |   |            | <b>HEALTH POLICY AND MANAGEMENT (SCHOOL OF GLOBAL PUBLIC HEALTH)</b>   |           |     |      |     |    |  |   |   |
| 25  |   |   |   | HPM 660    | International and Comparative Health Systems (European examples)   | Fried     | 3   | F    | 6   | 22 |  | X | X |
| 25  |   |   |   | HPM 664    | Globalization and Health (European examples)   | Fried     | 3   | S    | 1   | 11 |  | X |   |
|     |   |   |   |            | <b>HISTORY</b>   |           |     |      |     |    |  |   |   |
| 100 |   |   |   | HIST 072H  | First-Year Honors Seminar: Women's Voices: European History in Female Memory                                   | Hagemann  | 3   | F    | 20  | 0  |  | X | X |
| 100 |   |   |   | HIST 76    | First Year Seminar: Understanding 1492   | Burns     | 3   | S    |     |    |  | X |   |

Appendix 2A: Area Studies Course List

|     |   |   |   |           |  |                |   |        |      |   |  |   |   |
|-----|---|---|---|-----------|--|----------------|---|--------|------|---|--|---|---|
| 100 |   |   |   | HIST 084H | First Year Seminar: Murder, Monsters, and Mayhem in Microhistorical Analysis (Includes French Case Studies)                                | Smith          | 3 | F      |      |   |  | X | X |
| 100 |   |   |   | HIST 85   | First Year Seminar: What Concentration Camp Survivors Tell Us  | Reid           | 3 | S      | 19   | 0 |  |   |   |
| 100 |   |   |   | HIST 85H  | First Year Seminar: What Concentration Camp Survivors Tell Us  | Reid           | 3 | S      |      |   |  | X |   |
| 100 |   |   |   | HIST 089  | First Year Seminar: Faith and Violence in the Middle Ages  | Whalen         | 3 | F      | 45   | 0 |  |   | X |
| 50  |   |   |   | HIST 106  | Ancient History (European examples)  | Talbert        | 3 | F/S    | 76   | 0 |  | X | X |
| 75  |   |   |   | HIST 107  | Medieval History   | Bull           | 3 | F/SS   | 299  | 0 |  | X | X |
| 100 |   |   |   | HIST 108  | Introduction to Early Medieval History 500-1050  | Bull           | 3 | S      | 177  | 0 |  | X |   |
| 30  |   |   |   | HIST 140  | Contemporary World Since 1945 (Multiple Sections)  | Bryant, Reid   | 3 | F/S/SS | 1283 | 4 |  | X | X |
| 75  |   |   |   | HIST 151  | History of Western Civilization to 1650 (Multiple Sections)  | Bullard, Smith | 3 | F/S/SS | 410  | 1 |  | X | X |
| 50  |   | X |   | HIST 153  | The Bible to Broadway: Jewish History to Modern Times (Cross-discipline: Jewish Studies)   | Cassen         |   | F      |      |   |  | X | X |
| 100 |   | X |   | HIST 158  | Early Modern Europe, 1500-1815   | Cassen, Smith  | 3 | F/S    | 92   | 0 |  | X | X |
| 100 | X | X | X | HIST 159  | Modern European History, 20th Century (LAC discussion in German) (Cross-discipline: Contemporary European Studies)                         | Jarausch       | 3 | F/S    | 96   | 0 |  | X | X |
| 100 |   |   |   | HIST 164  | History of Britain in the 19th Century   | Pennybacker    | 3 | F      | 32   | 0 |  |   |   |
| 100 |   |   |   | HIST 165  | History of Britain in the 20th Century   | Pennybacker    | 3 | S      | 31   | 0 |  |   |   |
| 100 |   |   |   | HIST 177H | Honors: Voices of the Italian Renaissance  | Bullard        | 3 | S      | 12   | 0 |  | X | X |
| 50  |   | X |   | HIST 206  | International Relations 1815-1945 (Cross-discipline: Peace, War, and Defense)  | Morgan         | 3 | F      | 37   | 0 |  | X | X |
| 50  |   | X |   | HIST 207  | The Global Cold War (Cross-discipline: Peace, War, and Defense)  | Morgan         | 3 | S      | 105  | 0 |  | X |   |
| 30  | X | X | X | HIST 210  | Global Issues (LAC discussions in French and Spanish. Cross-disciplines: Geography, Global Studies, Political Science.)                    | Weiler         | 3 | F/S    | 32   | 0 |  | X | X |
| 40  |   | X |   | HIST 212  | History of Sea Power (Cross-discipline: Peace War & Defense)   | Staff          | 3 | S      | 147  | 0 |  | X |   |
| 40  |   | X |   | HIST 213  | Air Power and Modern Warfare (1914 to Present; Cross-disciplines: Aerospace Studies, Peace War & Defense)                                  | Staff          | 3 | F      | 209  | 0 |  | X | X |
| 50  |   |   |   | HIST 220  | The Olympic Games: A Global History  | Staff          | 3 | F      | 318  | 2 |  |   | X |
| 100 |   |   |   | HIST 225  | History of Greece  | Naiden         | 3 | F      | 161  | 0 |  | X | X |
| 100 |   |   |   | HIST 226  | History of Rome  | Talbert, Staff | 3 | S/SS   | 309  | 0 |  | X |   |
| 100 |   | X |   | HIST 251  | The Thirty Years War (1618-1648): Europe in an Age of crisis (Cross-discipline: Peace, War, and Defense)                                   | McIntosh       | 3 | S      | 21   | 0 |  |   |   |
| 100 |   | X |   | HIST 252  | Politics, Society, and Culture in Modern Germany (1871-1945) (Cross-discipline: Contemporary European Studies)                             | Hagemann       | 3 | F      | 22   | 1 |  | X |   |
| 100 |   | X |   | HIST 254  | War and Society in Early Modern Europe (Cross-discipline: Peace War & Defense)   | McIntosh       | 3 | F      |      |   |  |   | X |
| 100 |   |   |   | HIST 255  | Manor to Machine: The Economic Shaping of Europe   | Bullard        | 3 | F      |      |   |  |   | X |
| 100 |   |   |   | HIST 256  | France, 1940 to the Present  | Reid           | 3 | S      | 17   | 0 |  | X |   |
| 100 |   | X | X | HIST 257  | Society and Culture in Postwar Germany. LAC discussions in German (Cross-disciplines: Political Science, Contemporary European Studies)    | Jarausch       | 3 | S      |      |   |  | X |   |
| 100 |   | X |   | HIST 258  | Modern Italy Since 1848 (Cross-discipline: Italian Studies)  | Hof            | 3 | F      | 13   | 0 |  |   |   |
| 100 |   | X |   | HIST 259  | Women and Gender in Europe from the 18th to the 20th Century (Cross-discipline: Contemporary European Studies, Women's and Gender Studies) | Hagemann       | 3 | S      | 20   | 0 |  | X |   |
| 100 | X |   |   | HIST 260  | Eastern Europe Since 1815  | Bryant         | 3 | S      | 15   | 0 |  |   |   |

Appendix 2A: Area Studies Course List

|     |  |   |   |           |   |                |   |        |     |   |  |   |   |
|-----|--|---|---|-----------|---|----------------|---|--------|-----|---|--|---|---|
| 100 |  | X |   | HIST 262  | History of the Holocaust: The Destruction of the European Jews (Cross-disciplines: Jewish Studies, Peace War & Defense) | Auerbach       | 3 | F/S/SS | 192 | 1 |  | X | X |
| 75  |  | X |   | HIST 264  | Gender in Russian History (Cross-discipline: Women's and Gender Studies)  | Graeme         | 3 | F      |     |   |  | X | X |
| 50  |  |   |   | HIST 274  | History of the Ottoman Empire, 1300-1923  | Aydin          | 3 | F      | 26  | 0 |  |   |   |
| 30  |  | X | X | HIST 276  | Modern Middle East. LAC discussion in Arabic. (Cross-discipline: Asian Studies)   | Shields, Staff | 3 | S      | 211 | 0 |  |   | X |
| 50  |  |   |   | HIST 302H | Honors: Film and History in Europe and the US   | McReynolds     | 3 | S      | 13  | 0 |  |   |   |
| 100 |  | X |   | HIST 308  | The Renaissance and the Jews (Cross-discipline: Jewish Studies)   | Cassen         | 3 | S      |     |   |  | X |   |
| 100 |  |   |   | HIST 309  | Old Regime France, 1661-1787  | Smith          | 3 | F      | 29  | 0 |  |   |   |
| 100 |  |   |   | HIST 310  | The French Revolution   | Smith          | 3 | S      | 31  | 0 |  | X |   |
| 50  |  |   |   | HIST 312  | History of France and Algeria   | Owre           | 3 | F      | 23  | 0 |  | X | X |
| 25  |  | X |   | HIST 330  | Jesus and the Jews: From the Bible to the Big Screen (Cross-discipline: Jewish Studies)                                 | Cassen         | 3 | S      | 18  | 0 |  |   |   |
| 25  |  |   |   | HIST 345  | Comparative Strategies of Empire  | Hof            | 3 | S      |     |   |  | X |   |
| 100 |  | X |   | HIST 347  | Fascist Challenge in Europe, 1918-1945 (Cross-discipline: Contemporary European Studies)                                | Hof            | 3 | F      | 24  | 1 |  |   |   |
| 30  |  |   |   | HIST 351  | Global History of Warfare (Cross-discipline: Peace, War, and Defense)   | Lee            | 3 | S      | 234 | 0 |  | X |   |
| 50  |  | X |   | HIST 354  | War and Gender in Movies (Cross-discipline: Peace, War, and Defense, Women's and Gender Studies)                        | Bauer          | 3 | F      | 35  | 0 |  | X | X |
| 75  |  |   |   | HIST 390  | Special Topics: German Cinema   | Cassen         | 3 | F      | 12  | 0 |  |   |   |
| 100 |  |   |   | HIST 398  | Undergraduate Seminar   | Bull           | 3 | F/S    | 88  | 0 |  | X | X |
| 100 |  | X |   | HIST 421  | Alexander (Cross-discipline: Peace, War and Defense)  | Naiden         | 3 | S      |     |   |  | X |   |
| 100 |  | X |   | HIST 422  | Ancient Greek Warfare (Cross-discipline: Peace, War, and Defense)   | Naiden         | 3 | F      |     |   |  | X | X |
| 100 |  |   |   | HIST 425  | Rome  | Talbert        | 3 | S      | 12  | 5 |  |   |   |
| 100 |  |   |   | HIST 427  | Early Roman Empire  | Talbert        | 3 | S      |     |   |  | X |   |
| 100 |  |   |   | HIST 428  | Late Roman Empire   | Talbert        | 3 |        |     |   |  |   |   |
| 100 |  |   |   | HIST 431  | The Medieval Church   | Whalen         | 3 | S      |     |   |  | X |   |
| 75  |  |   |   | HIST 432  | The Crusades  | Whalen         | 3 | SS     | 26  | 2 |  | X |   |
| 100 |  |   |   | HIST 434  | Medieval England  | Bull           | 3 | F      | 27  | 1 |  |   |   |
| 100 |  |   |   | HIST 437  | Aristocratic Culture in the Central Middle Ages   | Bull           | 3 | F      |     |   |  | X | X |
| 100 |  |   |   | HIST 452  | The Renaissance   | Bullard        | 3 | S      | 21  | 2 |  | X |   |
| 100 |  |   |   | HIST 466  | Modern European Intellectual History  | Kramer         | 3 | S      | 14  | 1 |  | X |   |
| 100 |  |   |   | HIST 473  | Tudor and Stuart England  | Staff          | 3 |        |     |   |  |   |   |
| 100 |  |   |   | HIST 474  | Britain in World Affairs: British Foreign Policy since World War II   | Larres         | 3 | S      |     |   |  | X |   |
| 100 |  | X |   | HIST 485  | Modern Eastern European Jewish History (Cross-discipline: Jewish Studies)   | Auerbach       | 3 | S      |     |   |  | X |   |
| 100 |  | X |   | HIST 485H | Extremism, Terrorism and Security in Postwar Europe (Cross-discipline: Peace War and Defense)                           | Hof            | 3 | S      |     |   |  | X |   |
| 100 |  | X |   | HIST 486  | Extremism, Terrorism, and Security in Postwar Europe (Cross-discipline: Peace, War, and Defense)                        | Hof            | 3 | F      |     |   |  | X |   |
| 100 |  | X |   | HIST 486H | Extremism, Terrorism, and Security in Postwar Europe (Cross-discipline: Peace, War, and Defense)                        | Hof            | 3 | S      |     |   |  | X |   |
| 100 |  | X |   | HIST 508  | Europe and Humanitarian Aid since 1945: Concepts, Actors, Practices   | Hof            | 3 | F      |     |   |  | X | X |
| 50  |  |   |   | HIST 510H | Human Rights in the Modern World  | Morgan         | 3 | F      | 8   | 0 |  |   | X |
| 75  |  | X |   | HIST 514  | Museums, Monuments, and Collective Memory in the Modern Era (Cross-disciplines: Art History, Global Studies)            | Sherman        | 3 | S      |     |   |  | X |   |
| 25  |  | X |   | HIST 538  | The Middle East and the West (Cross-discipline: Asian Studies)  | Aydin          | 3 | F      |     |   |  | X | X |

Appendix 2A: Area Studies Course List

|     |  |   |          |  |                  |   |     |    |    |  |   |   |
|-----|--|---|----------|--|------------------|---|-----|----|----|--|---|---|
| 30  |  | X | HIST 577 | U.S. Foreign Relations in the 20th C. (Heavy emphasis on relations with Europe. Cross-discipline: Peace War & Defense) (TAM-optional course) | Larres           | 3 | S   |    |    |  | X |   |
| 50  |  |   | HIST 578 | Transatlantic Relations and Contemporary Geo-Politics from the Cold War to the Present   | Larres           | 3 | F   |    |    |  | X | X |
| 100 |  |   | HIST 711 | Colloquium in Early Modern European History  | Jarausch, Smith  | 3 | S   |    |    |  | X |   |
| 100 |  |   | HIST 712 | Colloquium in Modern European History  | Smith            | 3 | F   |    |    |  | X | X |
| 40  |  |   | HIST 717 | Introduction to Military History   | Lee              | 3 | F   | 0  | 6  |  |   |   |
| 75  |  |   | HIST 721 | European Expansion and Global Interaction, 1400-1800   | Burns            | 3 | F   |    |    |  | X | X |
| 30  |  |   | HIST 722 | Contemporary Global History  | Lee              | 3 | S   | 0  | 5  |  | X |   |
| 75  |  | X | HIST 777 | Colonialism and Visual Culture, 1800-1990 (Cross-discipline: Art History and Studio Art)   | Sherman          | 3 | F   |    |    |  | X | X |
| 50  |  |   | HIST 783 | Russian and East European History  | Bryant, Deliaiah | 3 | F/S | 0  | 10 |  | X | X |
| 50  |  |   | HIST 890 | Topics in History: Ancient and Medieval Europe   | Bull             | 3 | F/S | 0  | 21 |  |   |   |
| 100 |  |   | HIST 924 | Seminar in Modern European History   | Jarausch         | 3 | S   | 0  | 6  |  | X |   |
| 50  |  |   | HIST 951 | Introductory Seminar in Military History   | Lee              | 3 | F   |    |    |  | X | X |
|     |  |   |          | <b>HONORS PROGRAM</b>  |                  |   |     |    |    |  |   |   |
| 100 |  |   | HNRS 352 | London: Media and Society  | Pennybacker      | 3 | F/S | 73 | 0  |  |   |   |
| 50  |  |   | HNRS 352 | International Economics  | Shields          | 3 | F/S | 15 | 0  |  |   |   |
| 75  |  |   | HNRS 353 | Seminar in Historical Analysis: The British Museum   | Shields          | 3 | F   | 8  | 0  |  |   |   |
| 100 |  |   | HNRS 353 | Seminar in Historical Analysis: British Imperialism  | Pennybacker      | 3 | S   | 29 | 0  |  |   |   |
| 100 |  |   | HNRS 353 | History of Prague  | Bryant           | 3 | F   |    |    |  | X | X |
| 100 |  |   | HNRS 353 | Early English Exploration and Colonization   | Lee              | 3 | SS  | 26 | 0  |  |   |   |
| 100 |  |   | HNRS 355 | London in Literature: Disease and Science  | Staff            | 3 | SS  | 19 | 0  |  |   |   |
| 30  |  | X | HNRS 355 | Seminar in Literary Arts   | Shields          | 3 | F   | 6  | 0  |  |   |   |
| 75  |  |   | HNRS 355 | Imagining Literary London  | Kendall          | 3 | S   | 12 | 0  |  | X | X |
| 100 |  |   | HNRS 355 | Rich Man, Poor Man: Poverty and Prosperity in Shakespeare's and Dickens' London  | Shields          | 3 | F/S | 17 | 0  |  |   |   |
| 100 |  |   | HNRS 356 | The London Art World   | Shields          | 3 | F/S | 13 | 0  |  | X | X |
| 100 |  |   | HNRS 356 | Contemporary London Theater and its Origins  | Binotti          | 3 | S   | 12 | 0  |  |   |   |
| 100 |  |   | HNRS 356 | Musical Theatre in London: Where the Arts Collide  | Staff            | 3 | S   |    |    |  | X | X |
| 100 |  |   | HNRS 378 | Study Abroad London Experience   | Shields          | 3 | F/S | 50 | 0  |  | X | X |
|     |  |   |          | <b>INFORMATION AND LIBRARY SCIENCE</b>   |                  |   |     |    |    |  |   |   |
| 25  |  |   | INLS 554 | Cultural Institutions (European examples)  | Staff            | 3 | F   |    |    |  | X | X |
| 50  |  |   | INLS 707 | Government Documents (US, UN, EU, British)   | Staff            | 3 | F   | 0  | 4  |  |   |   |
| 30  |  |   | INLS 758 | International and Cross-Cultural Perspectives for Information Management (European examples)   | Staff            | 3 | F   | 0  | 8  |  | X | X |
|     |  |   |          | <b>ITALIAN STUDIES</b>   |                  |   |     |    |    |  |   |   |
| 100 |  |   | ITAL 240 | Dante in English Translation   | Fritz-Morkin     | 3 | F   | 17 | 0  |  |   |   |
| 100 |  |   | ITAL 241 | Italian Renaissance Literature in Translation  | Rao              | 3 | SS  | 9  | 0  |  | X |   |
| 100 |  | X | ITAL 258 | Modern Italy Since 1848 (Cross-discipline: History)  | Hof              | 3 | F   | 2  | 0  |  |   |   |
| 100 |  |   | ITAL 320 | Italian Cities and Cultures  | Chambless        | 3 | S   |    |    |  | X |   |
| 100 |  |   | ITAL 330 | Italian Civilization I   | Rao              | 3 | F   | 11 | 0  |  | X | X |
| 100 |  |   | ITAL 333 | Italian Film and Culture   | Staff            | 3 | F   | 16 | 0  |  |   |   |
| 100 |  |   | ITAL 335 | Themes in Italian Film   | Escolar          | 3 | S   | 41 | 0  |  | X |   |
| 100 |  |   | ITAL 346 | Women Writers in Early Modern Italy  | Fritz-Morkin     | 3 | F   |    |    |  | X | X |
| 100 |  |   | ITAL 357 | Dante, Petrarch, and Boccaccio in English Translation  | Fritz-Morkin     | 3 | S   | 8  | 0  |  |   |   |
| 100 |  |   | ITAL 382 | The Modern Italian Novel   | Escolar          | 3 | F   | 9  | 0  |  |   |   |
| 100 |  |   | ITAL 526 | History of the Italian Language  | Rao              | 3 | S   | 9  | 2  |  | X |   |
| 100 |  |   | ITAL 731 | Dante I  | Fritz-Morkin     | 3 | F   |    |    |  | X | X |
| 100 |  |   | ITAL 741 | Italian Literature of the Renaissance 1: The Quattrocento  | Rao              | 3 | S   |    |    |  | X |   |
| 100 |  |   | ITAL 784 | Italian Avant-Gardes and Neo-Avant-Gardes 20th Century   | Staff            | 3 | F   | 0  | 5  |  |   |   |
| 100 |  |   | ITAL 830 | Seminar  | Escolar          | 3 | F   | 0  | 9  |  |   |   |
| 100 |  |   | ITAL 994 | Doctoral Research and Dissertation   | Rao, Staff       | 3 | F   | 0  | 16 |  |   |   |
|     |  |   |          | <b>JEWISH STUDIES</b>  |                  |   |     |    |    |  |   |   |

Appendix 2A: Area Studies Course List

|     |  |   |            |   |                 |   |        |     |    |  |   |   |
|-----|--|---|------------|---|-----------------|---|--------|-----|----|--|---|---|
| 100 |  | X | JWST 56    | First Year Seminar: Germans, Jews, and the History of Anti-Semitism (Cross-discipline: Germanic and Slavic Languages and Literatures)     | Staff           | 3 | F      |     |    |  | X |   |
| 40  |  | X | JWST 100   | Introduction to Jewish Studies (Cross-discipline: Religion)   | Ariel, Cooper   | 3 | F/S    | 14  | 0  |  | X |   |
| 50  |  | X | JWST 153   | From the Bible to Broadway: Jewish History to Modern Times (Cross-discipline: History)  | Cassen          |   | F      |     |    |  | X | X |
| 100 |  | X | JWST 239   | German Culture and the Jewish Question (Cross-disciplines: German, Religion, Comparative Literature)                                      | Staff           | 3 | F/S    |     |    |  | X | X |
| 100 |  | X | JWST 262   | History of the Holocaust: The Destruction of the European Jews (Cross-disciplines: History, Peace War & Defense)                          | Auerbach        | 3 | S/SS   | 16  | 0  |  | X |   |
| 100 |  | X | JWST 308   | The Renaissance and the Jews (Cross-discipline: History)  | Cassen          | 3 | S      |     |    |  | X |   |
| 25  |  | X | JWST 330   | Jesus and the Jews: From the Bible to the Big Screen (Cross-discipline: History)  | Cassen          | 3 | S      | 2   | 0  |  | X |   |
| 25  |  | X | JWST 357   | The Arab-Jews: Culture, Community and Coexistence (Cross-discipline: Asian Studies, Peace, War, and Defense)                              | Shemer          | 3 | S      |     |    |  | X |   |
| 100 |  | X | JWST 412   | 20th-Century Polish Literature and Culture (Cross-discipline: Polish)   | Wampuszyc       | 3 | S      |     |    |  | X |   |
| 100 |  | X | JWST 420 H | Post-Holocaust Ethics and Theology (Cross-discipline: Religious Studies)  | Cooper          | 3 | F      |     |    |  |   | X |
| 25  |  | X | JWST 436   | Language, Exile, and Homeland in Zionist Thought and Practice   | Shemer          | 3 | S      |     |    |  | X |   |
| 50  |  | X | JWST 465   | Literature of Atrocity: The Gulag and the Holocaust in Russia and Eastern Europe (Cross-disciplines: Slavic Studies, Peace War & Defense) | Levine          | 3 | S      |     |    |  | X |   |
| 25  |  | X | JWST 481   | The Changing Lives of Jewish Objects (Cross-discipline: Folklore)   | Berlinger       | 3 | F      |     |    |  | X | X |
| 100 |  | X | JWST 485   | Modern East European Jewish History (Cross-discipline: History)   | Auerbach        | 3 | S      |     |    |  | X |   |
| 25  |  | X | JWST 505   | Traditions in Transition: Jewish Folklore and Ethnography (Cross-discipline: Folklore)  | Berlinger       | 3 | S      |     |    |  | X |   |
| 25  |  |   | JWST 512   | Ancient Synagogues  | Staff           | 3 | S      |     |    |  | X |   |
| 25  |  |   | JWST 697   | Capstone Course: themes and Methodologies in Jewish Studies   | Auerbach        | 3 | F/S    | 4   | 4  |  | X | X |
|     |  |   |            | <b>LAW</b>  |                 |   |        |     |    |  |   |   |
| 25  |  | X | LAW 252    | International Law (Cross-discipline: Peace War & Defense)   | Weisburd        | 3 | S      | 0   | 16 |  | X |   |
| 30  |  |   | LAW 259    | Legal History (Significant European focus)  | Staff           | 2 | F      |     |    |  | X | X |
| 25  |  |   | LAW 262    | Ocean and Coastal Law (EU Case Studies)   | Staff           | 3 | F      | 0   | 1  |  |   |   |
| 30  |  |   | LAW 279    | International Business Transactions   | Staff           | 3 | F      | 0   | 26 |  |   |   |
| 30  |  | X | LAW 342    | Comparative Constitutional Law (European cases)   | Staff           | 3 | S      |     |    |  | X |   |
| 40  |  |   | LAW 380    | International Law of Human Rights (Includes European Court of Justice cases.)   | Weisburd        | 3 | S      | 0   | 7  |  | X |   |
| 30  |  |   | LAW 398    | Human Rights Policy Seminar   | Weissman, Staff | 4 | S      | 0   | 8  |  |   |   |
| 40  |  |   | LAW 418    | International Intellectual Property   | Chin            | 3 | S      | 0   | 13 |  |   |   |
| 25  |  |   | LAW 472    | Art Law (European examples)   | Gerhardt        | 3 | F      |     |    |  | X | X |
| 25  |  |   | LAW 504    | Government Borrowing and Restructuring (European examples)  | Weidemaier      | 3 | S      | 0   | 4  |  | X |   |
| 30  |  |   | LAW 517    | Cybersecurity Law (European examples)   | Kennedy         | 3 | F      |     |    |  | X | X |
|     |  |   |            | <b>LINGUISTICS</b>  |                 |   |        |     |    |  |   |   |
| 25  |  |   | LING 101   | Introduction to Language (European examples)  | Becker          | 3 | F/S/SS | 541 | 7  |  | X | X |
| 40  |  |   | LING 165   | Exploring the World's Languages   | Staff           | 3 | F/S    |     |    |  | X | X |
| 25  |  | X | LING 302   | Language and Power (Cross-discipline: Anthropology, Women's and Gender Studies)   | Staff           | 3 | SS     |     |    |  | X |   |
| 50  |  |   | LING 360   | Into to Hispanic Linguistics  | Staff           | 3 | SS     |     |    |  | X |   |

Appendix 2A: Area Studies Course List

|     |   |   |           |   |                   |   |        |     |   |   |   |
|-----|---|---|-----------|---|-------------------|---|--------|-----|---|---|---|
| 25  |   | X | LING 376  | Phonetics and Phonology (Cross-discipline: Spanish)   | Estigarribia      | 3 | F      |     |   |   | X |
| 100 |   |   | LING 377  | Grammatical Structure of Spanish (Cross-discipline: Spanish)  | Estigarribia      | 3 | SS     | 1   | 0 |   |   |
| 40  |   | X | LING 445  | Philosophy of Language (Cross-discipline: Philosophy)   | Staff             | 3 | F      |     |   | X | X |
| 25  |   |   | LING 490  | Advanced Topics in Linguistics (European examples)  | Pertsova          | 3 | S      | 8   | 2 | X |   |
| 25  |   | X | LING 541  | Sociolinguistics (Cross-discipline: Anthropology)   | Hendrick, Roberge | 3 | F/S    | 22  | 2 | X | X |
| 100 |   | X | LING 567  | Structure of German (Cross-discipline: German)  | Roberge           | 3 | S      |     |   | X |   |
| 100 |   | X | LING 678  | History of the Spanish Language (Cross-discipline: Spanish)   | Binotti           | 3 | F      |     |   | X | X |
| 50  |   | X | LING 814  | History of the English Language (Cross-discipline: English)   | O'Neil            | 3 | F/S    |     |   | X |   |
|     |   |   |           | <b>MANAGEMENT AND SOCIETY</b>   |                   |   |        |     |   |   |   |
| 25  |   | X | MNGT 380  | The Economics of Labor Relations (Cross-discipline: Economics)  | Staff             | 3 | F/S    |     |   | X | X |
| 30  |   | X | MNGT 415  | Economy and Society (Education, labor markets etc. in US, Japan and W Europe. Cross-discipline: Sociology)  | Staff             | 3 | F/S    | 16  | 0 | X | X |
|     |   |   |           | <b>MEDIA AND JOURNALISM</b>   |                   |   |        |     |   |   |   |
| 25  |   | X | MEJO 442  | Gender, Class, Race, and Mass Media (European examples) (Cross-discipline: Women's and Gender Studies)  | Johnston          | 3 | F      |     |   |   | X |
| 100 | X |   | MEJO 447  | International Media Studies: London   | Gibson            | 3 | S      |     |   | X | X |
|     |   |   |           | <b>MILITARY SCIENCE</b>   |                   |   |        |     |   |   |   |
| 30  |   |   | NAVS 311  | Evolution of Warfare  | Staff             | 3 | S      | 13  | 0 |   |   |
|     |   |   |           | <b>MUSIC</b>  |                   |   |        |     |   |   |   |
| 100 |   |   | MUSC 56   | First Year Seminar: Early-modern Court Spectacle  | Eagen             | 3 | S      |     |   | X |   |
| 100 |   |   | MUSC 62   | First Year Seminar: Vienna: City of Dreams  | Litwin            | 3 | S      |     |   | X |   |
| 50  |   |   | MUSC 123  | Diction I: English & Italian  | Sparks            | 1 | F      | 15  | 0 |   |   |
| 100 |   |   | MUSC 124  | Diction II: French  | Sparks            | 1 | F      |     |   | X | X |
| 100 |   |   | MUSC 125  | Diction III: German   | Sparks            | 1 | F/S    | 11  | 0 | X |   |
| 75  |   |   | MUSC 141  | Western Music Survey (Classical Music from 1500-Present.)   | Bonds             | 3 | S/SS   | 26  | 0 | X | X |
| 60  |   |   | MUSC 142  | Great Musical Works   | Fausser, Carter   | 3 | F/S/SS | 221 | 0 | X |   |
| 40  |   |   | MUSC 143  | Rock Music (Major foci include the Beatles, Led Zeppelin, and the Police.)  | Jennings          | 3 | F/S/SS | 316 | 0 | X | X |
| 50  |   |   | MUSC 146  | Introduction to World Musics  | Staff             | 3 | S      | 362 | 0 | X | X |
| 75  |   | X | MUSC 188  | Women and Music (Cross-discipline: Women's and Gender Studies)  | Fausser           | 3 | F/SS   | 84  | 0 |   | X |
| 50  |   |   | MUSC 234  | World Musics in Theory and Practice   | Staff             | 3 | F      | 17  | 0 | X |   |
| 100 |   |   | MUSC 251  | Studies in Medieval and Early modern Music  | Jennings          | 3 | S      | 34  | 0 |   |   |
| 100 |   |   | MUSC 254  | Music History I, Antiquity to 1750  | MacNeil           | 3 | F      | 70  | 0 | X | X |
| 75  |   |   | MUSC 255  | Studies in Music History II, 1750 to the Present  | Eagen, Staff      | 3 | S      | 55  | 0 | X |   |
| 100 |   |   | MUSC 284  | Beethoven and His Era   | Bonds             | 3 | S      |     |   | X |   |
| 40  |   |   | MUSC 286  | Music as Culture (European examples)  | Anderson, staff   | 3 | F/S/SS | 72  | 0 | X | X |
| 40  |   |   | MUSC 286H | Music as Culture (European examples)  | Anderson, staff   | 3 | S      |     |   |   | X |
| 75  | X | X | MUSC 287  | Opera as Drama (History of Opera's development) LAC in Italian  | MacNeil, Carter   | 3 | F/S    | 44  | 0 | X |   |
| 75  |   |   | MUSC 287H | Opera as Drama (History of Opera's development)   | MacNeil           | 3 | F/S    |     |   | X |   |
| 75  |   |   | MUSC 288  | The Orchestra and Its Musics  | Staff             | 3 | F      | 33  | 0 |   |   |
| 50  |   | X | MUSC 289  | Sounds of War (Part of the course cluster "War, Revolution and Culture - Transatlantic Perspectives, 1750-1850) (Cross-discipline: Peace War & Defense) | Litwin            | 3 | S      | 45  | 0 | X |   |
| 50  |   |   | MUSC 291  | Music and Politics (European examples)  | Bohlman           | 3 | F/S    | 74  | 0 | X |   |

Appendix 2A: Area Studies Course List

|     |  |   |           |  |                 |   |        |     |    |   |   |
|-----|--|---|-----------|--|-----------------|---|--------|-----|----|---|---|
| 40  |  |   | MUSC 355  | Topics in the History and Culture of Music: Humans and Machines in Musical Modernity   | Anderson, Staff | 3 | F/S    | 23  | 0  | X |   |
| 40  |  |   | MUSC 390H | Music and Politics (Topics include Beethoven and the influence of the French Revolution on his works.)                                     | Litwin          | 3 | S      | 21  | 0  | X |   |
|     |  |   |           | <b>NUTRITION</b>   |                 |   |        |     |    |   |   |
| 25  |  | X | NUTR 175  | Introduction to Food Studies: From Science to Society (Cross-disciplines: American Studies, Anthropology)                                  | Beck            | 3 | F      |     |    |   |   |
|     |  |   |           | <b>PEACE, WAR, AND DEFENSE</b>   |                 |   |        |     |    |   |   |
| 30  |  | X | PWAD 120  | World Regional Geography: Major World Regions, Population, Urbanization (Cross-discipline: Geography)                                      | Kirsch          | 3 | F/S    | 35  | 0  | X | X |
| 30  |  | X | PWAD 150  | International Relations and World Politics (Cross-discipline: Political Science)   | Mosely          | 3 | F/S/SS | 81  | 0  | X | X |
| 100 |  | X | PWAD 206  | Statecraft, Diplomacy, and War 1815-1945 (Cross-discipline: History)   | Morgan          | 3 | F      | 3   | 0  | X | X |
| 50  |  | X | PWAD 207  | The Global Cold War (Cross-discipline: History)  | Morgan          | 3 | S      | 16  | 0  | X |   |
| 40  |  | X | PWAD 212  | History of Sea Power (Cross-discipline: History)   | Staff           | 3 | S      | 24  | 0  | X |   |
| 30  |  | X | PWAD 220  | Politics of Public Policy (section on comparing US federalism and multilevel governance in EU. Cross-discipline: Public Policy)            | Smith           | 3 | F/S/SS | 33  | 20 | X | X |
| 100 |  | X | PWAD 251  | The Thirty Years' War (1618-1648): Europe in an Age of Crisis (Cross-discipline: History)  | McIntosh        | 3 | S      |     |    |   |   |
| 30  |  | X | PWAD 252  | International Organizations and Global Issues (Includes EU content and Europe's role as global actor. Cross-discipline: Political Science) | McKeown         | 3 | S/SS   | 3   | 0  | X | X |
| 30  |  | X | PWAD 252H | International Organizations and Global Issues (Includes EU content and Europe's role as global actor. Cross-discipline: Political Science) | Jenkins         | 3 | S      |     |    |   |   |
| 30  |  | X | PWAD 253  | Problems in World Order (Cross-discipline: Political Science)  | McKeown         | 3 | S      | 3   | 0  | X |   |
| 100 |  | X | PWAD 254  | War and Society in Early Modern Europe (Cross-discipline: History)   | McIntosh        | 3 | F      |     |    |   | X |
| 50  |  | X | PWAD 260  | Crisis and Change in Russia and East Europe (Cross-disciplines: Political Science, Sociology)  | Jenkins         | 3 | F/S    | 6   | 0  |   | X |
| 75  |  | X | PWAD 262  | History of the Holocaust: The Destruction of the European Jews (Cross-disciplines: History, Jewish Studies)                                | Browning        | 3 | S      | 36  | 0  | X |   |
| 40  |  | X | PWAD 272  | Ethics of Peace, War & Defense (Cross-disciplines: Philosophy, Political Science)  | Staff           | 3 | F/S/SS | 179 | 0  | X | X |
| 25  |  | X | PWAD 280  | Anthropology of War and Peace (Includes European examples. Cross-discipline: Anthropology)   | Redfield        | 3 | F      |     |    | X | X |
| 75  |  | X | PWAD 283  | Freedom, Terror and Identity: Modern Philosophy from Kant to Ardent (Cross-discipline: German Studies)                                     | Trop            | 3 | S      |     |    | X |   |
| 75  |  | X | PWAD 287  | Strategy and International Relations (Cross-discipline: Political Science)   | Staff           | 3 | F      |     |    | X | X |
| 50  |  | X | PWAD 289  | Sounds of War and Revolution Since 1750 (Cross-discipline: Music)  | Litwin          | 3 | S      | 22  | 0  | X |   |
| 40  |  |   | PWAD 350  | National and International Security  | Gray            | 3 | F      | 130 | 0  | X | X |
| 30  |  | X | PWAD 351  | Global History of Warfare (Cross-discipline: History)  | Lee             | 3 | S      | 52  | 0  | X |   |
| 50  |  |   | PWAD 352  | History of Intelligence Operations   | Staff           | 3 | S      |     |    | X |   |
| 50  |  |   | PWAD 354  | War and Gender in Movies (Cross-discipline: History, Women's and Gender Studies)   | Bauer           | 3 | F      |     |    | X | X |
| 30  |  | X | PWAD 355  | Terrorism and Political Violence (Cross-discipline: Communications)  | Dauber, Staff   | 3 | F      | 41  | 0  |   | X |
| 25  |  | X | PWAD 362  | The Arab-Jews: Culture, Community and Coexistence (Cross-discipline: Jewish Studies, Asian Studies)  | Shemer          | 3 | S      |     |    | X |   |



Appendix 2A: Area Studies Course List

|                   |   |  |            |  |                  |   |        |     |   |   |   |
|-------------------|---|--|------------|--|------------------|---|--------|-----|---|---|---|
| 50                |   |  | PWAD 364   | Post-Conflict and Peacebuilding  | Staff            | 3 | F      |     |   | X | X |
| 100               | X |  | PWAD 421   | Alexander (Cross-discipline: History)  | Naiden           | 3 | S      |     |   | X |   |
| 100               | X |  | PWAD 422   | Ancient Greek Warfare (Cross-discipline: History)  | Naiden           | 3 | F      | 3   | 0 | X | X |
| 25                | X |  | PWAD 444   | Terrorism (Cross-discipline: Political Science)  | Bapat            | 3 | F      | 12  | 0 | X |   |
| 30                | X |  | PWAD 453   | Political Geography (Cross-discipline: Geography)  | Kirsch           | 3 | F      | 5   | 0 |   | X |
| 50                | X |  | PWAD 458 H | International Conflict Management and Resolution (Cross-discipline: Political Science)   | Staff            | 3 | S      |     |   | X |   |
| 50                | X |  | PWAD 459   | Trans-Atlantic Security (Cross Discipline: Political Science, TAM)   | Jenkins          | 3 | S      | 4   | 0 | X | X |
| 50                | X |  | PWAD 460   | International Economics: International trade, foreign economic policy (Cross-discipline: Economics, Contemporary European Studies)                             | Staff            | 3 | F/SS   | 13  | 0 | X |   |
| 50                | X |  | PWAD 465   | Literature of Atrocity: The Gulag and the Holocaust in Russia and Eastern Europe (disciplines: Jewish Studies, Slavic Studies)                                 | Levine           | 3 | S      |     |   | X |   |
| 100               | X |  | PWAD 469   | Conflict and Intervention in the Former Yugoslavia (Cross-discipline: Political Science)   | Jenkins          | 3 | F      |     |   |   | X |
| 100               | X |  | PWAD 469H  | Conflict and Intervention in the Former Yugoslavia (Cross-discipline: Political Science)   | Jenkins          | 3 | SS     |     |   |   |   |
| 100               | X |  | PWAD 485   | Extremism, Terrorism and Security in Postwar Europe (Cross-discipline: History)  | Hof              | 3 | F      | 2   | 0 |   |   |
| 100               | X |  | PWAD 485H  | Extremism, Terrorism and Security in Postwar Europe (Cross-discipline: History)  | Hof              | 3 | S      |     |   | X |   |
| 100               | X |  | PWAD 469   | Conflict and Intervention in the Former Yugoslavia (Cross-disciplines: Russian & East European Studies, Political Science)                                     | Jenkins          | 3 | F      |     |   | X |   |
| 100               | X |  | PWAD 469H  | Conflict and Intervention in the Former Yugoslavia (Cross-disciplines: Political Science, Russian & East European Studies)                                     | Jenkins          | 3 | SS     | 7   | 0 |   |   |
| 100               | X |  | PWAD 489   | Empire and Diplomacy (British Empire) (Cross-discipline: Comparative Literature)   | Leinbaugh        | 3 | S      |     |   | X |   |
| 50                |   |  | PWAD 490   | International Terror and Comp. Reg. Studies  | Gray             | 3 | S      | 22  | 0 |   |   |
| 50                |   |  | PWAD 490   | COMP Hist of Natl Intel Regime   | Gray             | 3 | F/S    | 79  | 1 |   |   |
| 50                |   |  | PWAD 490   | Managing Conflict and Ending Wars  | Dauber           | 3 | S      | 32  | 1 |   |   |
| 40                | X |  | PWAD 574   | War and Culture (Cross-discipline: Communication Studies)  | Dauber           | 3 | F/S    | 21  | 0 | X | X |
| 30                | X |  | PWAD 577   | U.S. Foreign Relations in the 20th C. (heavy emphasis on relations with Europe; Cross-discipline: History) TAM optional  | Larres           | 3 | S      |     |   | X |   |
| 40                | X |  | PWAD 652   | International Law (Cross-discipline: Law)  | Weisburd         | 3 | S      | 1   | 0 | X |   |
| 40                | X |  | PWAD 659   | War in 20th Century Literature (Cross-discipline: English)   | Armitage         | 3 | F      | 4   | 0 |   |   |
| 40                |   |  | PWAD 673   | Post-Conflict Security Challenges  | Staff            | 3 | F      |     |   | X |   |
| <b>PHILOSOPHY</b> |   |  |            |  |                  |   |        |     |   |   |   |
| 60                |   |  | PHIL 051   | First Year Seminar: Who was Socrates?  | Reeve            | 3 | F      | 17  | 0 |   |   |
| 40                |   |  | PHIL 66    | First Year Seminar: Ethics: Theoretical and Practical  | Hill             | 3 | F      | 19  | 0 |   | X |
| 40                |   |  | PHIL 101   | Introduction to Philosophy: Main Problems (Heavy focus on European thinkers.)  | Leunissen, Staff | 3 | F/S/SS | 279 | 1 | X | X |
| 40                |   |  | PHIL 110   | Introduction to Philosophy: Great Works  | Staff            | 3 | S      | 26  | 0 |   |   |
| 40                |   |  | PHIL 110H  | Great Works (Covers major European philosophers.)  | Staff            | 3 | F      | 16  | 0 |   |   |
| 40                | X |  | PHIL 134H  | Philosophy of Western Religion: Philosophic, Religious, and Literary Documents from Traditional and Contemporary Sources (Cross-discipline: Religious Studies) | Staff            | 3 | S      | 13  | 0 |   |   |
| 40                |   |  | PHIL 160   | Introduction to Ethics (European examples)   | Sayre-McCord     | 3 | F/S/SS | 380 | 1 | X | X |
| 40                |   |  | PHIL 160H  | Introduction to Ethics (European examples)   | Sayre-McCord     | 3 | F      | 23  | 0 |   |   |
| 30                |   |  | PHIL 163H  | Practical Ethics (European examples)   | Hill             | 3 | S      | 21  | 0 |   |   |
| 40                |   |  | PHIL 185   | Introduction to Aesthetics (European examples)   | Wolf             | 3 | F/S/SS | 22  | 0 | X |   |
| 40                |   |  | PHIL 185H  | Introduction to Aesthetics (European examples)   | Wolf             | 3 | F      |     |   | X | X |

Appendix 2A: Area Studies Course List

|                          |   |  |            |  |                     |   |        |      |    |   |   |
|--------------------------|---|--|------------|--|---------------------|---|--------|------|----|---|---|
| 100                      |   |  | PHIL 210   | Ancient Greek Philosophy   | Lesher, Leunissen   | 3 | F/S/SS | 103  | 1  | X |   |
| 100                      |   |  | PHIL 210H  | Greek Philosophy   | Lesher              | 3 | S      | 25   | 0  | X |   |
| 100                      |   |  | PHIL 220H  | 17th and 18th Century Western Philosophy   | Kohl                | 3 | S      |      |    | X |   |
| 75                       |   |  | PHIL 220   | Modern Philosophy: Descartes to Hume   | Nelson              | 3 | F/S    | 42   | 0  | X | X |
| 75                       |   |  | PHIL 224   | Existential Philosophy   | Kohl                | 3 | F      |      |    |   | X |
| 40                       | X |  | PHIL 272   | Ethics of Peace, War & Defense (Cross-disciplines: Political Science, Peace War & Defense)                               | Staff               | 3 | F/S/SS | 116  | 0  | X | X |
| 30                       |   |  | PHIL 273   | Social Justice   | Postema             | 3 | F/S    | 37   | 0  | X | X |
| 25                       | X |  | PHIL 275H  | Moral and Philosophical Issues of Gender in Society (Cross-discipline: Women's and Gender Studies)                       | Wolf                | 3 | S      |      |    |   |   |
| 40                       |   |  | PHIL 280   | Morality and Law   | Staff               | 3 | F/S/SS | 66   | 0  | X |   |
| 40                       |   |  | PHIL 280 H | Morality and Law   | Postema             | 3 | S      |      |    | X |   |
| 75                       |   |  | PHIL 360   | History of Ethics (Strong emphasis on European philosophers)   | Hill                | 3 | F/S    | 17   | 0  | X | X |
| 75                       |   |  | PHIL 360H  | History of Ethics (Strong emphasis on European philosophers)   | Hill                | 3 |        |      |    |   |   |
| 60                       | X |  | PHIL 364   | Ethics and Economics (Strong emphasis on European philosophers) (Cross-discipline: Public Policy)                        | Staff               | 3 | F      | 41   | 0  |   |   |
| 40                       |   |  | PHIL 370   | Political Philosophy: Covers Libertarianism, Liberalism, Communitarianism, Marxism, Feminism                             | Staff               | 3 | S      |      |    | X |   |
| 25                       |   |  | PHIL 381   | Philosophy and Film  | Nelson              | 3 | S/SS   | 28   | 0  |   |   |
| 40                       | X |  | PHIL 384   | Introduction to Philosophy, Politics and Economics. Cross-disciplines: Economics, Political Science)                     | Bovens              | 3 | F      | 76   | 0  | X | X |
| 100                      |   |  | PHIL 411   | Aristotle  | Leunissen, Reeve    | 3 | S      | 4    | 8  | X |   |
| 100                      |   |  | PHIL 412   | Plato  | Reeve               | 3 | F      | 13   | 6  | X | X |
| 100                      |   |  | PHIL 421   | Continental Rationalism  | Nelson              | 3 | F      |      |    | X | X |
| 50                       |   |  | PHIL 422   | Empiricism   | Nelson              | 3 | F      | 2    | 14 |   |   |
| 100                      |   |  | PHIL 423   | Kant   | Nelson              | 3 | S      |      |    | X |   |
| 100                      |   |  | PHIL 427   | Hegel  | Postema             | 3 |        |      |    |   |   |
| 85                       |   |  | PHIL 432   | Beginnings of Analytic Philosophy (Concentrating on the Work of Later Wittgenstein)                                      | Neta                | 3 | S      | 8    | 10 | X |   |
| 40                       | X |  | PHIL 445   | Philosophy of Language (European examples) (Cross-discipline: Linguistics)   | Staff               | 3 | F      |      |    | X | X |
| 40                       |   |  | PHIL 460   | History of Moral Philosophy  | Hill                | 3 | F      | 5    | 10 |   |   |
| 40                       |   |  | PHIL 462   | Contemporary Moral Philosophy  | Sayre-McCord, staff | 3 | S      |      |    | X |   |
| <b>POLITICAL SCIENCE</b> |   |  |            |  |                     |   |        |      |    |   |   |
| 100                      |   |  | POLI 066   | First Year Seminar: The United States and the European Union: Partners or Rivals?  | Marks, Hooghe       | 3 | F/S    | 23   | 0  | X |   |
| 40                       |   |  | POLI 067   | First Year Seminar: Designing Democracy  | Reynolds, staff     | 3 | F/S    | 23   | 0  | X |   |
| 100                      |   |  | POLI 070   | First Year Seminar: The Politics of the European Union   | Marks, Hooghe       | 3 | S      | 23   | 0  | X |   |
| 30                       | X |  | POLI 130   | Introduction to Comparative Politics (Compares states and institutions across 5 continents, including UK and N Ireland.) | Reynolds, staff     | 3 | F/S/SS | 1153 | 0  | X | X |
| 30                       | X |  | POLI 150   | International Relations and World Politics (Cross-discipline: Peace War & Defense)                                       | Mosley, Staff       | 3 | F/S/SS | 1082 | 2  | X | X |
| 50                       | X |  | POLI 150H  | International Relations and World Politics Research Lab (Cross-discipline: Peace, War, and Defense)                      | Mosley              | 1 | F      | 47   | 0  |   |   |
| 30                       |   |  | POLI 209   | Analyzing Public Opinion (Covers public opinion in EU, esp. UK and France.)  | Rabinowitz          | 3 | F/S/SS | 194  | 0  | X | X |

Appendix 2A: Area Studies Course List

|     |   |   |   |           |   |                          |   |        |     |   |   |   |
|-----|---|---|---|-----------|---|--------------------------|---|--------|-----|---|---|---|
| 30  |   | X | X | POLI 210  | Global Issues (LAC discussions in French and Spanish. Cross-disciplines: Geography, History, Global Studies)  | Johnson, Weiler          | 3 | F/S    | 32  | 0 | X | X |
| 30  |   |   |   | POLI 215  | Political Psychology (Examples from EU context.)  | Searing                  | 3 | F/S    | 41  |   | X | X |
| 25  |   | X |   | POLI 217  | Women and Politics (US/European comparisons. Cross-discipline: Women's and Gender Studies)  | Conover                  | 3 | S/SS   | 34  | 0 | X |   |
| 100 |   |   |   | POLI 232H | Politics of the United Kingdom  | Kendall                  | 3 | F/S    | 11  | 0 | X | X |
| 25  |   | X |   | POLI 235  | Politics of the Soviet Union and its Successor States (Considers role of EU. Cross-discipline: Russian Studies)   | Robertson                | 3 | F      |     |   | X | X |
| 100 |   |   |   | POLI 236  | Politics of East-Central Europe   | Vachudova                | 3 | F/S    | 79  | 1 | X | X |
| 100 |   | X |   | POLI 239  | Introduction to European Government (Cross-discipline: Contemporary European Studies)   | Moroff                   | 3 | F/S/SS | 183 | 1 | X | X |
| 40  |   | X |   | POLI 248  | Intersectionality: Race, Gender, Sexuality, and Social Justice (Cross-disciplines: American Studies, English, Women's and Gender Studies)                                 | Shields, Staff           | 3 | S      |     |   | X |   |
| 30  |   | X |   | POLI 252  | International Organizations and Global Issues (Includes EU content and Europe's role as global actor. Cross-discipline: Peace War & Defense)                              | McKeown                  | 3 | F/S/SS | 26  | 0 | X | X |
| 50  |   | X |   | POLI 252H | International Organizations and Global Issues (Cross-discipline: Peace, War, and Defense)   | Jenkins                  | 3 | SS     | 23  | 0 |   |   |
| 30  |   | X |   | POLI 253  | Problems in World Order (Cross-discipline: Peace War & Defense)   | McKeown                  | 3 | S      | 21  | 0 | X |   |
| 50  |   | X |   | POLI 254  | International Environmental Politics (Cross-discipline: Environment and Ecology)  | McKeown                  | 3 | F      | 27  | 0 | X | X |
| 40  |   |   |   | POLI 255  | International Migration and Citizenship Today   | Steiner                  | 3 | SS     |     |   | X |   |
| 25  |   |   |   | POLI 255H | Immigration and Citizenship   | Bapat                    | 3 | F      | 23  | 0 |   | X |
| 100 |   |   |   | POLI 256  | Politics of Pre-WWI Globalization   | Mosley                   | S |        |     |   |   | X |
| 100 |   | X |   | POLI 257  | Politics, Society, and Culture in Postwar Germany LAC Discussion in German (Cross-discipline: Contemporary European Studies, History)                                     | Jarausch                 | 3 | S      |     |   | X |   |
| 50  |   | X |   | POLI 260  | Crisis and Change in Russia and East Europe (Cross-disciplines: Peace War & Defense, Sociology)   | Jenkins                  | 3 | F/S    | 23  | 0 | X | X |
| 30  |   | X |   | POLI 265  | Feminism and Political Theory (Feminist critiques of the western political tradition, schools of feminist political theory. Cross-discipline: Women's and Gender Studies) | Bickford                 | 3 | F/S    | 34  | 0 | X | X |
| 75  |   |   |   | POLI 270  | Classical Political Thought (European examples)   | Bickford, Spinner-Halev  | 3 | F/S/SS |     |   | X | X |
| 40  |   |   |   | POLI 270H | Classical Political Thought (European examples)   | Bickford                 | 3 | F      | 21  | 0 |   |   |
| 75  |   |   |   | POLI 271  | Introduction to Political Thought-Modern  | Leonard                  | 3 | F/S/SS | 546 | 2 | X | X |
| 40  |   | X |   | POLI 272  | Ethics of Peace, War, and Defense (Cross-disciplines: Philosophy, Peace War & Defense)  | Staff                    | 3 | F/S/SS | 119 | 0 | X | X |
| 50  |   |   |   | POLI 276  | Major Issues in Political Theory  | Bickford, staff          | 3 | F/S    | 44  | 0 | X | X |
| 50  |   |   |   | POLI 276H | Major Issues in Political Theory  | Bickford                 | 3 | F      |     |   | X | X |
| 75  |   | X |   | POLI 287  | Strategy and International Relations (Cross-discipline: Peace, War, and Defense)  | Staff                    | 3 | F      |     |   | X | X |
| 30  |   | X |   | POLI 384  | Introduction to Philosophy, Politics, and Economics. Cross-disciplines: Economics, Philosophy)  | Bovens                   | 3 | F/S    | 35  | 0 | X | X |
| 100 |   |   |   | POLI 432  | Comparative Political Tolerance (European examples)   | Searing                  | 3 | F/S/SS | 21  | 6 | X | X |
| 100 | X | X |   | POLI 433  | Politics of the European Union (Cross-discipline: Global Studies)   | Hooghe, Marks, Vachudova | 3 | F/S/SS | 30  | 0 | X | X |
| 100 |   | X |   | POLI 433H | Politics of the European Union (Cross-discipline: Global Studies)   | Marks                    | 3 | F      | 19  | 0 | X | X |
| 100 |   | X |   | POLI 438  | Undivided Europe (Cross-discipline: Global Studies)   | Vachudova                | 3 | F/S    | 22  | 2 | X | X |

Appendix 2A: Area Studies Course List

|     |   |   |           |  |                      |    |     |    |    |   |   |
|-----|---|---|-----------|--|----------------------|----|-----|----|----|---|---|
| 50  |   | X | POLI 442  | International Political Economy (Cross-discipline: Contemporary European Studies)                | Mosley, Oatley       | 3  | F/S | 18 | 3  | X |   |
| 25  |   | X | POLI 444  | Seminar on Terrorism (Cross-discipline: Peace, War, and Defense)                                 | Bapat                | 3  | S   | 14 | 0  | X |   |
| 100 | X |   | POLI 447  | Immigrant Integration in Contemporary Western Europe   | Maxwell              | 3  | F   | 12 | 1  |   |   |
| 50  |   |   | POLI 448  | The Politics of Multilevel Governance  | Hooghe               | 3  | S   |    |    | X |   |
| 80  |   | X | POLI 451  | International Communications and Comparative Journalism (Cross-discipline: Journalism)           | Jenkins              | 3  | S   |    |    | X |   |
| 50  |   | X | POLI 459  | Trans-Atlantic Security (Cross-discipline: Peace, War, and Defense)                              | Jenkins              | 3  | S   | 13 | 6  | X |   |
| 100 |   | X | POLI 469  | Conflict and Intervention in the Former Yugoslavia (Cross-disciplines: Peace War & Defense)      | Jenkins              | 3  | F   |    |    |   | X |
| 100 |   | X | POLI 469H | Conflict and Intervention in the Former Yugoslavia (Cross-disciplines: Peace War & Defense)      | Jenkins              | 3  | SS  | 8  | 0  |   |   |
| 50  |   |   | POLI 472  | Problems of Modern Democratic Theory (Arendt's work)   | Bickford             | 3  | F/S | 51 | 0  | X | X |
| 50  |   |   | POLI 472H | Problems of Modern Democratic Theory (Arendt's work)   | Staff                | 3  | S   | 18 | 0  |   |   |
| 50  |   |   | POLI 473  | Politics and Literature  | Staff                | 3  | S   | 27 | 0  | X |   |
| 80  |   |   | POLI 490  | Advanced Undergraduate Seminar: The EU Today   | Ballard-Rosa         | 3  | S   |    |    | X |   |
| 50  |   |   | POLI 490  | Advanced Undergraduate Seminar: Democracy and the Civic Tradition                                | Leonard              | 3  | F   | 34 | 0  | X | X |
| 40  |   |   | POLI 490  | How Do You Run A City? - Local Government Around the World                                       | Ballard-Rosa         | 3  | S   | 1  | 12 | X |   |
| 100 |   |   | POLI 630  | Political Contestation in Europe   | Hooghe               | 3  | S   | 6  | 4  | X |   |
| 100 |   |   | POLI 631  | European Security  | Vachudova            | 3  | F   | 0  | 8  |   |   |
| 40  |   | X | POLI 698  | Philosophy, Politics, and Economics II: Capstone. (Cross-disciplines: Economics, Philosophy)     | Staff                | 3  | F/S | 15 | 0  | X | X |
| 50  |   |   | POLI 710  | Political Parties (Political parties and party systems in US and European contexts.)             | Rabinowitz           | 3  | S   |    |    | X |   |
| 100 |   |   | POLI 730  | Comparative Political Research and Analysis: Intro to Central Issues in Comparative Government   | Stephens, Vachudova  | 3  | F   | 0  | 10 | X | X |
| 100 |   |   | POLI 733  | Comparative Political Economy of Western Europe: Neo-Corporatism, Post-Industrialism, and the EU | Hooghe, Huber        | 3  | F   | 0  | 16 | X | X |
| 100 |   |   | POLI 736  | Democratization Compared   | Robertson, Vachudova | 3  | F   | 0  | 6  | X | X |
| 50  | X |   | POLI 745  | Varieties of Democratic Capitalism in Europe and North America                                   | Stephens             | 3  | F   | 0  | 16 | X | X |
| 25  |   | X | POLI 746  | Identities and Transitions (Cross-discipline: Global Studies)                                    | Robertson            | 3  | S   |    |    | X |   |
| 30  |   |   | POLI 750  | International Relations Theory I   | Bapat                | 3  | S   | 1  | 7  | X | X |
| 50  |   |   | POLI 751  | International Relations Theory II  | Ballard-Rosa         | 3  | F   |    |    | X | X |
| 60  |   |   | POLI 771  | Modern Political Theory (European examples)  | Spinner-Halev        | 3  | F   | 1  | 2  |   |   |
| 60  |   |   | POLI 788  | Statistics and Data Analysis for Political Science and Policy Research                           | Jenkins              | 3  | S   |    |    | X | X |
| 40  |   |   | POLI 813  | Comparative Welfare States (Cross-Discipline: Sociology)   | Stephens             | 3  | F   | 0  | 7  |   |   |
| 100 |   |   | POLI 882  | Fall Friday Lecture Series on Trans-Atlantic Topics  | Stephens             | 3  | F   | 0  | 16 | X | X |
| 50  |   |   | POLI 890  | Directed Reading/Poli  | Baumgartner          | 3  | F/S | 0  | 2  | X | X |
| 50  |   |   | POLI 993  | Master's Research and Thesis   | Mosley, Staff        | 3  | F/S | 0  | 30 | X | X |
|     |   |   |           | <b>PORTUGUESE STUDIES</b>  |                      |    |     |    |    |   |   |
| 50  |   |   | PORT 323  | Cultures of Brazil, Portugal and Portuguese Africa   | Fuentes Lima         | 3  | S   | 4  | 4  | X |   |
| 50  |   |   | PORT 375  | Portuguese and Brazilian Fiction in Translation  | Vernon               | 3  | F   | 20 | 0  |   |   |
| 50  |   |   | PORT 388  | Portuguese, Brazilian and African Identity in Film   | Taylor               | 3  | S   | 20 | 0  |   |   |
|     |   |   |           | <b>PUBLIC HEALTH LEADERSHIP (SCHOOL OF GLOBAL PUBLIC HEALTH)</b>                                 |                      |    |     |    |    |   |   |
| 25  |   |   | PUBH 500  | Global Health Discussion Series (European examples)  | Fried                | .5 | F/S | 0  | 25 | X | X |

Appendix 2A: Area Studies Course List

|     |   |     |              |   |              |   |        |     |    |   |   |
|-----|---|-----|--------------|---|--------------|---|--------|-----|----|---|---|
| 75  |   |     | PUBH 610     | Introduction to Spanish for Health Professionals (European examples)  | Staff        | 3 | F/S    | 20  | 30 | X | X |
| 25  |   |     | PUBH 712     | Global Health Ethics (European examples)  | Staff        | 3 | S      | 0   | 31 | X |   |
|     |   |     |              | <b>PUBLIC POLICY</b>  |              |   |        |     |    |   |   |
| 40  |   | X   | PLCY 110H    | Global Policy Issues (Cross-discipline: Peace, War, and Defense)  | Staff        | 3 | F      | 24  | 0  | X | X |
| 40  |   |     | PLCY 210H    | Policy Innovation and Analysis  | Staff        | 3 | S      | 24  | 0  | X |   |
| 50  |   | X   | PLCY 220     | Politics of Public Policy (Section on comparing US federalism and multilevel governance in EU. Cross-discipline: Peace War & Defense)                   | Smith, Staff | 3 | F/S/SS | 216 | 0  | X | X |
| 25  |   |     | PLCY 352H    | Domestic Policy and International Affairs   | Gitterman    | 3 | S      | 30  | 0  | X |   |
| 60  |   | X   | PLCY 364     | Ethics and Economics (Strong emphasis on European philosophers) (Cross-discipline: Philosophy)  | Staff        | 3 | F      | 13  | 0  |   |   |
| 80  |   | X   | PLCY 716     | The New Institutionalism (includes section on comparative EU-US institutions) (Cross-discipline: Political Science)                                     | Staff        | 3 | F      | 0   | 12 | X | X |
|     |   |     |              | <b>RELIGIOUS STUDIES</b>  |              |   |        |     |    |   |   |
| 100 |   |     | RELI 065     | First-Year Seminar: Myth, Philosophy, and Science in the Ancient World  | Plese        | 3 | F      | 22  | 0  |   |   |
| 40  |   | X   | RELI 123     | Introduction to Jewish Studies (Cross-discipline: Jewish Studies)   | Ariel        | 3 | S      | 15  | 0  | X |   |
| 100 |   | X   | RELI 126     | Philosophy of Western Religion (Cross-discipline: Philosophy)   | Staff        | 3 | SS     |     |    | X |   |
| 40  |   | X   | RELI 126H    | Philosophy of Western Religion: Philosophic, Religious,   | Staff        | 3 | S      | 8   | 0  |   |   |
| 50  |   |     | RELI 138     | Religious Freedom (European examples)   | Styers       | 3 | S      | 437 | 0  |   |   |
| 40  |   |     | RELI 161     | Introduction to the History of Christian Traditions (History of western religious traditions)   | Ariel        | 3 | F      | 14  | 0  | X | X |
| 75  |   |     | RELI 162     | Introduction to Catholicism   | Marienberg   | 3 | F/S/SS | 45  | 0  | X |   |
| 25  |   | X X | RELI 181     | Later Islamic Civilization and the Modern Muslim World. LAC discussion in Arabic. (Covers Muslim immigrants in Europe. Cross-discipline: Asian Studies) | Staff        | 3 | S      |     |    | X |   |
| 30  |   |     | RELI 208     | The Birth of Christianity   | Staff        | 3 | SS     | 16  | 1  | X |   |
| 50  |   |     | RELI 209     | Varieties of Early Christianity   | Plese        | 3 | F      | 220 | 0  | X | X |
| 100 |   |     | RELI 227     | Luther and the Bible  | Von Bernuth  | 3 | S      | 19  | 0  | X |   |
| 100 |   | X   | RELI 239     | German Culture and the Jewish Question (Cross-disciplines: German, Jewish Studies, Comparative Literature)  | Staff        | 3 | F      |     |    | X | X |
| 100 |   |     | RELI 266     | Medieval and Renaissance Christian Cultures   | Boon         | 3 | S      | 108 | 0  |   |   |
| 100 |   |     | RELI 332H    | The Protestant Tradition  | Ariel        | 3 | F      |     |    | X | X |
| 75  |   |     | RELI 352     | Anthropology of Christianity  | Thornton     | 3 | F      |     |    | X | X |
| 75  |   |     | RELI 362H    | Mary in the Christian Tradition (Cross-discipline: Women's and Gender Studies)  | Boon         | 3 | F      |     |    | X | X |
| 75  |   |     | RELI 365     | Studies in Christian Theologies and Theologians   | Staff        | 3 | S      |     |    | X |   |
| 75  |   |     | RELI 368H    | Race, Sexuality, and Disability in the History of Western Christianity  | Boon         | 3 | S      |     |    | X |   |
| 100 |   | X   | RELI 420H    | Post-Holocaust Ethics and Theology (Cross-discipline: Jewish Studies)   | Cooper       | 3 | F      |     |    |   | X |
| 50  |   |     | RELI 668     | Spanish Religions: Peninsular Convivencia and Colonial Encounter  | Boon         | 3 | S      |     |    | X |   |
| 100 | X |     | RELI (New #) | Religions in Contemporary Europe  | Marienburg   | 3 | F      |     |    |   | X |
|     |   |     |              | <b>ROMANCE LANGUAGES AND LITERATURES</b>  |              |   |        |     |    |   |   |
| 100 |   |     | ROML 89      | First Year Seminar: Traveler's Guide to WW II Italy   | Escolar      | 3 | S      | 46  | 0  |   |   |
| 75  |   |     | ROML 89      | First Year Seminar: Religion, War, Culture and Transference   | De Fays      | 3 | F      |     |    | X | X |
| 100 |   |     | ROML 089H    | First Year Seminar: Court Culture Early Modern Spain  | Hsu          | 3 | F      | 23  | 0  |   |   |
| 100 |   |     | ROML 089H    | First Year Seminar: Sex in European Renaissance Literature  | Binotti      | 3 | F      |     |    |   |   |

Appendix 2A: Area Studies Course List

|     |   |  |           |   |                 |   |        |     |    |   |   |
|-----|---|--|-----------|---|-----------------|---|--------|-----|----|---|---|
| 50  |   |  | ROML 700  | Theories and Techniques of Teaching (Required pedagogy seminar for all TAs)   | Cowell          | 3 | F      | 1   | 17 | X | X |
| 50  |   |  | ROML 707  | Film Theory and Practice  | Amago           | 3 | F      | 0   | 10 |   |   |
| 50  |   |  | ROML 820  | Intro to Latin for Romance Languages  | Staff           | 3 | S      | 0   | 8  | X |   |
| 50  |   |  | ROML 830  | Seminar in Romance Languages  | Rao             | 3 | F      |     |    | X | X |
| 30  |   |  | ROML 994  | Doctoral Dissertation   | Binotto         | 3 | F      |     |    | X | X |
|     |   |  |           | <b>RUSSIAN LANGUAGE AND LITERATURE</b>  |                 |   |        |     |    |   |   |
| 100 |   |  | RUSS 250  | Introduction to Russian Literature  | Shvabrin        | 3 | S      |     |    | X | X |
| 100 |   |  | RUSS 270  | Russian Literature from Pushkin to Chekhov  | Reese           | 3 | S      | 17  | 0  |   |   |
| 100 |   |  | RUSS 275  | Russian Fairy Tale  | Reese           | 3 | S/SS   | 31  | 0  | X | X |
| 100 |   |  | RUSS 276  | Mystery and Suspense in Russian Literature  | Lapushin        | 3 | F      | 25  | 0  |   |   |
| 100 |   |  | RUSS 278  | Russian and Soviet Science Fiction  | Reese           | 3 | F      |     |    | X | X |
| 100 |   |  | RUSS 445  | 19th Century Russian Literature and Culture   | Lapushin        | 3 | F      | 25  | 0  | X | X |
| 100 |   |  | RUSS 455  | 20th Century Russian Literature and Culture   | Shvabrin        | 3 | S      | 10  | 0  | X | X |
| 100 |   |  | RUSS 460  | Russian Short Story   | Shvabrin        | 3 | F      |     |    | X | X |
| 100 |   |  | RUSS 464  | Dostoevsky  | Lapushin        | 3 | S      | 26  | 0  |   |   |
| 100 | X |  | RUSS 477  | Vladimir Nabokov: Life and Art (Cross-discipline: Comparative Literature)   | Pichova         | 3 | F      | 3   | 0  |   |   |
|     |   |  |           | <b>SLAVIC STUDIES</b>   |                 |   |        |     |    |   |   |
| 75  |   |  | SLAV 85   | First Year Seminar: Children and War  | Pichova         | 3 | S      | 23  | 0  |   |   |
| 75  |   |  | SLAV 86   | First Year Seminar: Literature and Madness  | Lapushin        | 3 | S      | 23  | 0  | X |   |
| 100 |   |  | SLAV 088H | First Year Honors Seminar: Gender in Central and East-European Literature   | Wampuszyc       | 3 | F      | 22  | 0  |   |   |
| 75  | X |  | SLAV 251  | Ideology and Aesthetics: Marxism and Literature (Cross-discipline: German)  | Pike            | 3 | F/S    | 6   | 0  |   |   |
| 50  | X |  | SLAV 465  | Literature of Atrocity: The Gulag and the Holocaust in Russia and Eastern Europe (Cross-disciplines: Jewish Studies, Peace War & Defense) | Levine          | 3 | S      |     |    | X |   |
|     |   |  |           | <b>SOCIOLOGY</b>  |                 |   |        |     |    |   |   |
| 60  | X |  | SOCI 111  | Human Societies (Introduction to comparative Sociology. WE major component.)  | Staff           | 3 | F/S    | 129 | 0  |   |   |
| 25  | X |  | SOCI 131  | Social Relations in the Workplace (Cross-discipline: Management and Society)  | Staff           | 3 | F/S/SS | 126 | 1  | X | X |
| 25  |   |  | SOCI 133  | Sociology of Politics: Comparative citizenship in Modern society  | Staff           | 3 | S      |     |    | X | X |
| 30  |   |  | SOCI 250  | Sociological Theory (Includes contemporary European thinkers)   | Kurzman, Staff  | 3 | F/S/SS | 90  | 0  | X | X |
| 50  | X |  | SOCI 260  | Crisis and Change in Russia and East Europe (Cross-disciplines: Political Science, Peace War & Defense)                                   | Jenkins         | 3 | F/S    | 8   | 0  |   | X |
| 30  |   |  | SOCI 273  | Social and Economic Justice (Comparative perspective includes Europe)   | Hastings        | 3 | F      | 156 | 0  |   | X |
| 30  |   |  | SOCI 274  | Social and Economic Justice (Comparative perspective includes Europe)   | Staff           | 3 | S/SS   | 114 | 0  | X |   |
| 30  | X |  | SOCI 415  | Economy and Society (Education, labor markets etc. in US, Japan and W Europe. Cross-discipline: Management)                               | Staff           | 3 | F/S/SS | 108 | 1  | X |   |
| 30  | X |  | SOCI 444  | Race, Class, and Gender (Cross-discipline: Women and Gender Studies)  | Staff           | 3 | F      | 17  | 0  |   | X |
| 60  |   |  | SOCI 700  | History of Social Thought (Historic social ideas of Western culture.)   | Kurzman, staff  | 3 | F      | 0   | 9  | X | X |
| 40  |   |  | SOCI 870  | Sociology of Culture  | Staff           | 3 | S      | 0   | 6  |   |   |
|     |   |  |           | <b>SPANISH LANGUAGE, LITERATURE, AND CULTURE</b>  |                 |   |        |     |    |   |   |
| 50  |   |  | SPAN 260  | Intro to Spanish and Spanish American Literature  | Carrasco, Staff | 3 | F/S    | 221 | 0  | X | X |
| 50  |   |  | SPAN 260H | Intro to Spanish and Spanish American Literature  | Amat            | 3 | F      | 15  | 0  | X | X |
| 50  |   |  | SPAN 338  | Trans-Atlantic Cultural Topics  | Staff           | 3 | S      |     |    | X |   |
| 75  |   |  | SPAN 361  | Hispanic Film   | Staff           | 3 | F/SS   | 41  | 0  | X |   |
| 100 |   |  | SPAN 371  | Studies in Spanish Literature   | Binotti         | 3 | F      | 62  |    | X | X |

Appendix 2A: Area Studies Course List

|     |  |   |            |  |                  |   |        |      |    |   |   |  |
|-----|--|---|------------|--|------------------|---|--------|------|----|---|---|--|
| 40  |  | X | SPAN 376   | Spanish Phonetics and Phonology (Cross-discipline: Linguistics)  | Estigarribia     | 3 | F      | 79   |    |   | X |  |
| 100 |  |   | SPAN 380   | Studies in Spanish Drama   | Gomez-Castellano | 3 | S      | 17   | 1  |   |   |  |
| 50  |  |   | SPAN 381   | Studies in Spanish and Spanish American Poetry   | Gonzales-Espitia | 3 | F/S    | 15   | 0  | X |   |  |
| 100 |  |   | SPAN 382   | Studies in Spanish Prose   | Hsu              | 3 | S      |      |    | X |   |  |
| 100 |  |   | SPAN 394   | Creative Writing in Spanish  | Gomez            | 3 | S      | 16   | 0  | X |   |  |
| 50  |  |   | SPAN 613   | Colonial and 19th Century Spanish American Literature  | Perelmutter      | 3 | S      | 5    | 11 |   |   |  |
| 30  |  |   | SPAN 614   | Modernist and Contemporary Spanish American Literature   | Gonzales-Espitia | 3 | F      |      |    | X | X |  |
| 75  |  |   | SPAN621    | Literary and Cultural History of the Spanish Language  | Binotti          | 3 | F      |      |    | X | X |  |
| 75  |  |   | SPAN 650   | The Spanish Comedia of the Golden Age  | Hsu              | 3 | F      |      |    | X | X |  |
| 50  |  |   | SPAN 682   | Spanish Sociolinguistics   | Binotti          | 3 | S      | 17   | 0  |   |   |  |
| 50  |  | X | SPAN 678   | Cultural and Linguistic History of the Spanish Language (Cross-discipline: Linguistics)                      | Binotti          | 3 | F      |      |    | X | X |  |
| 100 |  |   | SPAN 701   | Beginnings of Castilian Hegemony to 1369   | Binotti          | 3 | F      | 0    | 8  |   |   |  |
| 100 |  |   | SPAN 702   | The Trastamara Dynasty: 1369 to 1504/1516  | Staff            | 3 | F      |      |    | X |   |  |
| 100 |  |   | SPAN 709   | Nonfiction Prose of the 16th and 17th Centuries  | Staff            | 3 | S      |      |    | X |   |  |
| 50  |  |   | SPAN 712   | The Contemporary Spanish Novel   | Amago, Collins   | 3 | F      |      |    | X | X |  |
| 100 |  |   | SPAN 725   | Golden Age Prose   | Hsu              | 3 | F      | 0    | 14 |   |   |  |
| 100 |  |   | SPAN 738   | Topics in the Intellectual History of Spain  | Binotto          | 3 | S      |      |    | X |   |  |
| 100 |  |   | SPAN 745   | Vanguards (Cross-discipline: Comparative Literature)   | Rivero           | 3 | F      | 0    | 9  |   |   |  |
| 50  |  |   | SPAN 994   | Doctoral Research and Dissertation   | Hsu              | 3 | F      | 0    | 38 | X | X |  |
|     |  |   |            | <b>WOMEN'S AND GENDER STUDIES</b>  |                  |   |        |      |    |   |   |  |
| 30  |  |   | WGST 68    | First Year Seminar: Assumed Identities: Performance in Photography   | Staff            | 3 | F      |      |    |   | X |  |
| 30  |  |   | WGST 101   | Introduction to Women's Studies (European examples)  | Shields          | 3 | F/S/SS | 1073 | 0  | X | X |  |
| 30  |  |   | WGST 111   | Introduction to Sexuality Studies (European examples)  | Booth            | 3 | F      |      |    |   | X |  |
| 30  |  | X | WGST 140   | Introduction to Gay and Lesbian Culture and Literature (European examples) (Cross-discipline: English)       | Staff            | 3 | S      | 27   | 0  |   | X |  |
| 30  |  | X | WGST 188   | Introduction to Women and Music (Cross-discipline: Music)  | Fausser          | 3 | F/SS   |      |    | X | X |  |
| 40  |  |   | WGST 202   | Introduction to Feminist Thought   | Page             | 3 | F      | 39   | 0  | X | X |  |
| 30  |  | X | WGST 217   | Women and Politics (Cross-discipline: Political Science)   | Conover          | 3 | S/SS   | 4    | 0  | X |   |  |
| 40  |  |   | WGST 222   | Prehistoric Art  | Tomaskova        | 3 | S      | 40   | 0  | X |   |  |
| 40  |  | X | WGST 224   | Introduction to Gender and Communication (Cross-discipline: Communication Studies)                           | Staff            | 3 | F      | 44   | 0  |   | X |  |
| 60  |  |   | WGST 230   | Women in Contemporary Art  | Page             | 3 | F      | 19   | 0  |   |   |  |
| 30  |  |   | WGST 231   | Gender and Popular Culture   | Collins          | 3 | F      |      |    | X | X |  |
| 100 |  | X | WGST 241   | Women in Ancient Rome (Cross-discipline: Classical Civilization)   | James            | 3 | F      |      |    | X | X |  |
| 100 |  | X | WGST 241 H | Women in Ancient Rome (Cross-discipline: Classical Civilization)   | James            | 3 | F      |      |    | X | X |  |
| 100 |  | X | WGST 250   | Women in German Cinema (Cross-discipline: German)  | Pollman          | 3 | S      |      |    | X |   |  |
| 30  |  | X | WGST 254   | Women in Visual Arts I (Cross-discipline: Art History)   | Staff            | 3 | SS     |      |    |   |   |  |
| 100 |  | X | WGST 259   | Women in Europe from the 18th to the 20th Century (Cross-discipline: Contemporary European Studies, History) | Hagemann         | 3 | S      | 6    | 0  |   |   |  |
| 75  |  | X | WGST 263   | Literature and Gender: Women and Literature in the Eighteenth Century (Cross-discipline: English)            | Rosenthal        | 3 | S      | 8    | 0  |   |   |  |

Appendix 2A: Area Studies Course List

|    |   |   |            |   |                  |   |     |    |   |  |   |   |
|----|---|---|------------|---|------------------|---|-----|----|---|--|---|---|
| 40 |   | X | WGST 263 H | Literature and Gender (Cross-discipline: English)                             | Staff            | 3 | F   |    |   |  |   |   |
| 75 |   | X | WGST 264   | Gender in Russian history (Cross-discipline: History)                         | Graeme           | 3 | F   |    |   |  | X | X |
| 25 |   | X | WGST 265   | Feminism and Political Theory (Cross-discipline: Political Science)           | Bickford, staff  | 3 | S   | 3  | 0 |  |   | X |
| 30 |   | X | WGST 278   | Women in Science (Cross-discipline: Anthropology)                             | Staff            | 3 | F/S | 39 | 0 |  | X | X |
| 30 |   |   | WGST 281   | Gender and Global Change (European examples)                                  | Staff            | 3 | F   |    |   |  | X | X |
| 30 | X |   | WGST 325   | Encountering Art in the Unexpected (European examples)                        | Page             | 3 | F/S |    |   |  |   | X |
| 40 |   | X | WGST 353   | War and Gender in Movies (Cross-discipline: History, Peace, War, and Defense) | Staff            | 3 | F   |    |   |  | X | X |
| 75 |   | X | WGST 362H  | Mary in the Christian Tradition (Cross-discipline: Religious Studies)         | Boon             | 3 | F   |    |   |  | X | X |
| 50 |   | X | WGST 363   | Feminist Literary Theory (Cross-discipline: English)                          | Salvaggio, staff | 3 | S   | 9  | 0 |  |   |   |
| 25 |   |   | WGST 388   | The International Politics of Sexual and Reproductive Health                  | Booth, staff     | 3 | S   | 23 | 0 |  | X |   |
| 30 |   | X | WGST 442   | Gender, Class, Race and Mass Media (Cross-discipline: Media and Journalism)   | Johnston         | 3 | F   |    |   |  |   | X |
| 30 |   | X | WGST 444   | Race, Class, and Gender (Cross-discipline: Sociology)                         | Staff            | 3 | F   | 3  | 0 |  |   | X |
| 30 |   | X | WGST 458   | Archaeology of Sex and Gender (Cross-discipline: Anthropology)                | Staff            | 3 | F   |    |   |  | X | X |
| 50 |   | X | WGST 751   | Gender and Visual Culture (Cross-discipline: Art History and Studio Art)      | Staff            | 3 | F   |    | 3 |  | X | X |



Appendix 2B: Foreign Languages and Literatures Course List

| % European Content | EURO Major courses | CES-funded | Title VI Funded 18-19 | Interdisciplinary | LAC Offering | Course Number | Course Title   | Instructor | Contact Hrs/Wk | Term Offered | Undergraduate Enrollment | Graduate/Prof Enrollment | Offered In 2017-2018 | Offered In 2018-2019 |
|--------------------|--------------------|------------|-----------------------|-------------------|--------------|---------------|--|------------|----------------|--------------|--------------------------|--------------------------|----------------------|----------------------|
|                    |                    |            |                       |                   |              |               | <b>ARABIC</b>  |            |                |              | 2016-2017                |                          |                      |                      |
| 25                 | X                  |            |                       |                   |              | ARAB 101      | Elementary Arabic I  | Badr       | 4              | F/SS         | 96                       | 12                       | X                    | X                    |
| 25                 | X                  |            |                       |                   |              | ARAB 102      | Elementary Arabic II   | Badr       | 4              | S            | 54                       | 8                        | X                    | X                    |
| 25                 | X                  |            |                       |                   |              | ARAB 150      | Introduction to Arab Cultures                                  | Staff      | 3              | F            |                          |                          | X                    | X                    |
| 25                 | X                  |            |                       |                   |              | ARAB 203      | Intermediate Arabic I  | El Kerdany | 4              | F            | 60                       | 4                        | X                    | X                    |
| 25                 | X                  |            |                       |                   |              | ARAB 204      | Intermediate Arabic II   | Staff      | 4              | S            | 31                       | 0                        | X                    | X                    |
| 25                 | X                  |            |                       |                   |              | ARAB 300      | Arabic Grammar and Composition                                 | Badr       | 3              | S            | 8                        | 0                        | X                    | X                    |
| 25                 | X                  |            |                       |                   |              | ARAB 305      | Advanced Arabic I  | Kauffman   | 3              | F            | 32                       | 5                        | X                    | X                    |
| 25                 | X                  |            |                       |                   |              | ARAB 306      | Advanced Arabic II   | Kauffman   | 3              | S            | 26                       | 4                        | X                    | X                    |
| 25-50              | X                  |            |                       |                   | X            | ARAB 308      | Arabic Languages Across the Curriculum                         | Staff      | 1              | F            | 4                        | 0                        | X                    | X                    |
| 25                 | X                  |            |                       |                   |              | ARAB 407      | Readings in Arabic I   | Halabi     | 3              | F            | 2                        | 1                        | X                    | X                    |
| 25                 | X                  |            |                       |                   |              | ARAB 408      | Reading in Arabic II: Languages of Refugees                    | El Kerdany | 3              | S            |                          |                          | X                    | X                    |
|                    |                    |            |                       |                   |              |               | <b>CZECH</b>   |            |                |              |                          |                          |                      |                      |
| 100                | X                  |            |                       |                   |              | CZCH 401      | Elementary Czech   | Pichova    | 3              | F            | 7                        | 4                        |                      |                      |
| 100                | X                  |            |                       |                   |              | CZCH 402      | Elementary Czech   | Pichova    | 3              | S            |                          |                          |                      |                      |
| 100                | X                  |            |                       |                   |              | CZCH 403      | Intermediate Czech   | Pichova    | 3              | F            |                          |                          | X                    |                      |
| 100                | X                  |            |                       |                   |              | CZCH 404      | Intermediate Czech   | Pichova    | 3              | S            |                          |                          | X                    |                      |
| 100                | X                  |            |                       |                   |              | CZCH 405      | Advanced Czech   | Pichova    | 3              | F            | 0                        | 1                        | X                    |                      |
| 100                | X                  |            |                       |                   |              | CZCH 406      | Advanced Czech   | Pichova    | 3              | S            |                          |                          | X                    |                      |
| 100                | X                  |            |                       |                   |              | CZCH 469      | Milan Kundera and World Literature                             | Pichova    | 3              | S            |                          |                          | X                    |                      |
|                    |                    |            |                       |                   |              |               | Faculty member on leave 2018-19; cycle begins again in 2019-20 |            |                |              |                          |                          |                      |                      |
|                    |                    |            |                       |                   |              |               | <b>DUTCH</b>   |            |                |              |                          |                          |                      |                      |
| 100                | X                  |            |                       |                   |              | DTCH 396      | Independent Readings in Dutch                                  | Thornton   | 3              | F/S          |                          |                          |                      | X                    |
| 100                | X                  |            |                       |                   |              | DTCH 402      | Elementary Dutch   | Thornton   | 3              | F            |                          |                          | X                    | X                    |
| 100                | X                  |            |                       |                   |              | DTCH 403      | Intermediate Dutch   | Thornton   | 3              | S            |                          |                          | X                    | X                    |
| 100                | X                  |            |                       |                   |              | DTCH 896      | Independent Readings   | Thornton   | 3              | F/S          |                          |                          | X                    | X                    |
|                    |                    |            |                       |                   |              |               | <b>FRENCH</b>  |            |                |              |                          |                          |                      |                      |
| 100                | X                  |            |                       |                   |              | FREN 101      | Elementary French (multiple sections)                          | Furry      | 3              | F/S/S        | 173                      | 2                        | X                    | X                    |
| 100                | X                  |            |                       |                   |              | FREN 102      | Elementary French (multiple sections)                          | Furry      | 3              | F/SS         | 114                      | 1                        | X                    | X                    |
| 100                | X                  |            |                       |                   |              | FREN 105      | French for High Beginners                                      | Staff      | 4              | F/S          | 256                      | 2                        | X                    | X                    |
| 100                | X                  |            |                       |                   |              | FREN 203      | Intermediate French (multiple sections)                        | Pruvost    | 3              | F/S/S        | 347                      | 1                        | X                    | X                    |
| 100                | X                  |            |                       |                   |              | FREN 204      | Intermediate French (multiple sections)                        | Staff      | 3              | F/S          | 75                       | 0                        | X                    | X                    |
| 100                | X                  |            |                       |                   |              | FREN 255      | Conversation I (multiple sections)                             | Pruvost    | 3              | F/S          | 50                       | 0                        | X                    | X                    |
| 100                | X                  |            |                       |                   |              | FREN 300      | Composition and Grammar Review                                 | Furry      | 3              | S            | 66                       | 0                        | X                    | X                    |
| 50-100             | X                  | X          |                       |                   | X            | FREN 308      | LAC Recitation: GLBL 210                                       | Staff      | 1              | S            | 9                        | 0                        | X                    | X                    |
| 100                | X                  |            |                       |                   |              | FREN 310      | Conversation and Composition (Multiple Sections)               | Pruvost    | 3              | F            | 20                       | 0                        | X                    | X                    |
| 100                | X                  |            |                       |                   |              | FREN 311      | French Conversation and Composition II                         | Heitsch    | 3              | S            | 20                       | 0                        | X                    | X                    |
| 100                | X                  |            |                       |                   |              | FREN 350      | Advanced Oral and Written French                               | Pruvost    | 3              | S            | 17                       | 0                        | X                    |                      |
| 100                | X                  |            |                       |                   |              | FREN 401      | Beginning French for Advanced Students                         | Staff      | 3              | F            | 10                       | 4                        |                      | X                    |
| 100                | X                  |            |                       |                   |              | FREN 402      | Intermediate Accelerated French                                | Jaraus     | 3              | S            | 5                        | 1                        | X                    |                      |

Appendix 2B: Foreign Languages and Literatures Course List

|     |   |   |   |   |           |  |                           |   |       |     |    |   |   |
|-----|---|---|---|---|-----------|--|---------------------------|---|-------|-----|----|---|---|
| 100 |   |   |   |   | FREN 601  | Elementary French for Graduate Students                        | Furry                     | 3 | F     | 0   | 13 | X | X |
| 100 |   |   |   |   | FREN 691H | Honors Thesis in French  | Welch                     | 3 | F     | 1   | 0  | X | X |
| 100 |   |   |   |   | FREN 994  | Doctoral Research and Dissertation                             | Heitsch                   | 3 | F     | 0   | 20 | X | X |
|     |   |   |   |   |           | <b>BASQUE/CATALAN/GALICIAN</b>                                 |                           |   |       |     |    |   |   |
| 100 | X |   | X |   | SPAN 414  | Languages of Spain I: Rotates between Basque/Catalan/Galician  | Staff                     | 3 | F     |     |    | X | X |
| 100 | X |   | X |   | SPAN 415  | Languages of Spain II: Rotates between Basque/Catalan/Galician | Staff                     | 3 | S     |     |    | X |   |
|     |   |   |   |   |           | <b>BOSNIAN/SERBIAN/CROATIAN LANGUAGE</b>                       |                           |   |       |     |    |   |   |
| 100 | X | X | X |   | SECR 401  | Elementary Serbian/Bosnian/Croatian                            | Džumhur                   | 3 | F     | 5   | 2  | X | X |
| 100 | X | X | X |   | SECR 402  | Elementary Serbian/Bosnian/Croatian                            | Džumhur                   | 3 | S     | 4   | 2  | X | X |
|     |   |   |   |   |           | <b>GERMANIC LANGUAGE AND LITERATURE; GERMAN STUDIES</b>        |                           |   |       |     |    |   |   |
| 100 | X |   |   |   | GERM 101  | Elementary German (Multiple Sections)                          | Staff                     | 4 | F/S   | 151 | 3  | X | X |
| 100 | X |   |   |   | GERM 102  | Advanced Elementary German (Multiple Sections)                 | Staff                     | 4 | F/S   | 146 | 3  | X | X |
| 100 | X |   |   |   | GERM 203  | Intermediate German (Multiple Sections)                        | Staff                     | 3 | F/S/S | 143 | 0  | X | X |
| 100 | X |   |   |   | GERM 204  | Advanced Intermediate German (Multiple Sections)               | Staff                     | 3 | F/S   | 54  | 1  | X | X |
| 100 | X |   |   |   | GERM 301  | Conversation and Composition (Multiple Sections)               | Pollman                   | 3 | F/S   | 55  | 2  | X | X |
| 100 | X |   |   |   | GERM 302  | Language and Culture   | Wegel                     | 3 | F/S   | 40  | 2  | X | X |
| 100 | X |   |   |   | GERM 303  | Intro to German Literature (Multiple Sections)                 | Prica                     | 3 | F/S   | 21  | 1  | X | X |
| 100 | X | X |   | X | GERM 389  | LAC Recitation: 20th Century Europe                            | Staff                     | 1 | F     |     |    | X | X |
| 100 | X |   |   |   | GERM 396  | Independent Readings in German                                 | Downing                   | 3 | F     | 3   | 0  | X | X |
| 100 | X |   |   |   | GERM 400  | Advanced German Grammar  | Wegel, Staff              | 3 | SS    | 5   | 0  |   |   |
| 100 |   |   |   |   | GERM 501  | Structure of German  | Roberge                   | 3 | S     |     |    | X |   |
| 100 |   |   |   |   | GERM 502  | Middle High German   | Prica                     | 3 | S     | 1   | 12 |   |   |
| 100 |   |   |   |   | GERM 691H | Honors Course  | Layne, Staff              | 3 | F     | 2   | 0  |   |   |
| 100 |   |   |   |   | GERM 692H | Honors Course  | Pike, Staff               | 3 | F/S   | 1   | 0  |   |   |
| 100 |   |   |   |   | GERM 700  | Foreign Language Pedagogy: Theories and Practice               | Wegel                     | 3 | F     | 0   | 6  |   | X |
|     |   |   |   |   |           | <b>GREEK LANGUAGE AND LITERATURE</b>                           |                           |   |       |     |    |   |   |
| 100 |   |   |   |   | GREK 101  | Elementary Greek I   | Goslin, Staff             | 4 | F     | 10  | 1  | X | X |
| 100 |   |   |   |   | GREK 102  | Elementary Greek II  | Goslin                    | 4 | S     | 5   | 1  | X |   |
| 100 |   |   |   |   | GREK 203  | Intermediate Greek I   | Goslin                    | 3 | F     | 7   | 3  | X | X |
| 100 |   |   |   |   | GREK 204  | Intermediate Greek II  | Staff                     | 3 | S     |     |    | X |   |
| 100 |   |   |   |   | GREK 205  | Greek New Testament  | Race                      | 3 | S     | 10  | 6  |   |   |
| 100 |   |   |   |   | GREK 221  | Advanced Greek I   | O'Hara                    | 3 | F     | 6   | 2  |   | X |
| 100 |   |   |   |   | GREK 222  | Advanced Greek II  | Goslin                    | 3 | S     | 5   | 0  | X |   |
| 100 |   |   |   |   | GREK 351  | Classical Greek Prose  | Staff                     |   | F/S   | 1   | 1  | X | X |
| 100 |   |   |   |   | GREK 352  | Greek Poetry   | O'Hara                    | 3 | F/S   | 1   | 0  | X |   |
| 100 |   |   |   |   | GREK 396  | Special Readings in Greek Literature                           | Baragwanath, Goslin, Race | 3 | F     |     |    |   | X |
| 100 |   |   |   |   | GREK 409  | Greek New Testament  | Ehrman                    | 3 | S     |     |    | X |   |
|     |   |   |   |   |           | <b>HUNGARIAN LANGUAGE AND LITERATURE</b>                       |                           |   |       |     |    |   |   |
| 100 | X |   |   |   | HUNG 101  | Beginning Hungarian  | Staff                     | 3 | F     |     |    |   |   |
| 100 | X |   |   |   | HUNG 102  | Beginning Hungarian  | Staff                     | 3 | S     |     |    |   |   |

Appendix 2B: Foreign Languages and Literatures Course List

|     |   |   |   |  |   |          |   |                        |   |            |     |   |   |   |   |  |
|-----|---|---|---|--|---|----------|---|------------------------|---|------------|-----|---|---|---|---|--|
| 100 | X |   |   |  |   | HUNG 203 | Intermediate Hungarian  | Staff                  | 3 | F          |     |   |   |   |   |  |
| 100 | X |   |   |  |   | HUNG 204 | Intermediate Hungarian  | Staff                  | 3 | S          |     |   |   |   |   |  |
|     |   |   |   |  |   |          | Courses will begin 2019-2020  |                        |   |            |     |   |   |   |   |  |
|     |   |   |   |  |   |          | <b>ITALIAN LANGUAGE AND LITERATURE</b>  |                        |   |            |     |   |   |   |   |  |
| 100 | X |   |   |  |   | ITAL 101 | Elementary Italian (Multiple sections)  | Staff                  | 3 | F/S/S<br>S | 213 | 1 | X | X |   |  |
| 100 | X |   |   |  |   | ITAL 102 | Elementary Italian (Multiple Sections)  | Staff                  | 3 | F/S/S<br>S | 159 | 0 | X | X |   |  |
| 100 | X |   |   |  |   | ITAL 203 | Intermediate Italian (Multiple Sections)  | Staff                  | 3 | F/S/S<br>S | 147 | 0 | X | X |   |  |
| 100 | X |   |   |  |   | ITAL 204 | Intermediate Italian II   | Chambless              | 3 | F/S/S<br>S | 32  | 2 | X | X |   |  |
| 100 | X |   |   |  |   | ITAL 300 | Communicating in Italian: Media, Culture, and Society   | Chambless              | 3 | S          | 15  | 1 | X | X |   |  |
| 100 | X | X |   |  | X | ITAL 308 | LAC Recitation  | Staff                  | 3 | S          | 10  | 1 |   |   |   |  |
| 100 | X |   |   |  |   | ITAL 310 | Italian Conversation  | Fritz-Morkin           | 3 | F          | 13  | 2 | X |   |   |  |
| 100 |   |   |   |  |   | ITAL 398 | Undergraduate Seminar in Italian  | Escolar                | 3 | S          |     |   | X |   |   |  |
|     |   |   |   |  |   |          | <b>LATIN LANGUAGE AND LITERATURE</b>  |                        |   |            |     |   |   |   |   |  |
| 100 |   |   |   |  |   | LATN 101 | Elementary Latin I  | Staff                  | 4 | F/S        | 69  | 4 | X | X |   |  |
| 100 |   |   |   |  |   | LATN 102 | Elementary Latin I  | Staff                  | 4 | F          | 75  | 1 | X | X |   |  |
| 100 |   |   |   |  |   | LATN 203 | Intermediate Latin I  | Staff                  | 3 | F/S        | 88  | 1 | X | X |   |  |
| 100 |   |   |   |  |   | LATN 204 | Intermediate Latin II   | Staff                  | 3 | S          | 16  | 0 | X |   |   |  |
|     |   |   |   |  |   |          | <b>POLISH LANGUAGE AND LITERATURE</b>   |                        |   |            |     |   |   |   |   |  |
| 100 | X |   |   |  |   | PLSH 401 | Elementary Polish I   | Hueckel                | 3 | F          |     |   | X | X |   |  |
| 100 | X |   |   |  |   | PLSH 402 | Elementary Polish II  | Hueckel                | 3 | S          |     |   | X |   |   |  |
| 100 | X |   |   |  |   | PLSH 403 | Intermediate Polish   | Hueckel                | 3 | F          | 8   | 5 | X | X |   |  |
| 100 | X |   |   |  |   | PLSH 404 | Intermediate Polish   | Hueckel                | 3 | S          | 5   | 4 | X | X |   |  |
| 100 | X |   |   |  |   | PLSH 405 | Advanced Polish I   | Hueckel                | 3 | F          |     |   | X | X |   |  |
| 100 | X |   |   |  |   | PLSH 406 | Advanced Polish II  | Hueckel                | 3 | S          |     |   | X |   |   |  |
|     |   |   |   |  |   |          | <b>PORTUGUESE LANGUAGE AND LITERATURE</b>   |                        |   |            |     |   |   |   |   |  |
| 50  | X |   |   |  |   | PORT 101 | Elementary Portuguese (Multiple Sections)   | Fuentes Lima, Anderson | 3 | F/S/S<br>S | 229 | 2 | X | X |   |  |
| 50  | X |   |   |  |   | PORT 102 | Elementary Portuguese (Multiple Sections)   | Vernon                 | 3 | S          | 163 | 1 | X | X |   |  |
| 50  | X |   |   |  |   | PORT 203 | Intermediate Portuguese (Multiple Sections)   | Fuentes Lima, Anderson | 3 | S/SS       | 146 | 1 | X | X |   |  |
| 50  | X |   |   |  |   | PORT 204 | Intermediate Portuguese   | Taylor, Anderson       | 3 | F/S        | 16  | 0 | X | X |   |  |
| 50  | X |   |   |  |   | PORT 310 | Intensive Oral Communication in Portuguese  | Fuentes Lima           | 3 | F          |     |   |   | X |   |  |
| 50  | X |   |   |  |   | PORT 401 | Accelerated Portuguese I  | Vernon                 | 3 | F          | 62  | 5 | X | X |   |  |
| 50  | X |   |   |  |   | PORT 402 | Accelerated Portuguese II   | Vernon                 | 3 | F/S        | 26  | 7 | X | X |   |  |
| 50  | X | X |   |  | X | PORT 408 | LAC Recitation: Portugal: Empire, Conquests, Cultural Exchange, Contemporary Life, 15th to 21st Centuries | Vernon                 | 3 | S          |     |   | X |   |   |  |
|     |   |   |   |  |   |          | <b>ROMANIAN LANGUAGE</b>  |                        |   |            |     |   |   |   |   |  |
| 100 | X |   | X |  |   | ROML 870 | Minor Romance Tongues (Romanian)  | Guran                  | 6 | F/S        |     |   |   |   | X |  |
|     |   |   |   |  |   |          | <b>RUSSIAN LANGUAGE</b>   |                        |   |            |     |   |   |   |   |  |
| 100 | X |   |   |  |   | RUSS 101 | Elementary Russian  | Magomedov a            | 4 | F          | 46  | 2 | X | X |   |  |

Appendix 2B: Foreign Languages and Literatures Course List

|     |   |  |  |  |  |           |  |                |      |            |      |   |   |   |
|-----|---|--|--|--|--|-----------|--|----------------|------|------------|------|---|---|---|
| 100 | X |  |  |  |  | RUSS 102  | Elementary Russian   | Magomedov<br>a | 4    | S          | 38   | 1 | X | X |
| 100 | X |  |  |  |  | RUSS 203  | Intermediate Russian   | Reese          | 3    | F          | 33   | 3 | X | X |
| 100 | X |  |  |  |  | RUSS 204  | Intermediate Russian   | Reese          | 4    | S          | 23   | 1 | X | X |
| 100 | X |  |  |  |  | RUSS 296  | Selected Readings in Russian   | Magomedov<br>a | 3    | F/S        |      |   | X | X |
| 100 | X |  |  |  |  | RUSS 409  | Modern Russian in Context I: Advanced-Intermediate Conversation, Composition, Grammar  | Shvabrin       | 3    | F          | 8    | 5 | X | X |
| 100 | X |  |  |  |  | RUSS 410  | Modern Russian in Context II: Advanced-Intermediate Conversation, Composition, Grammar | Shvabrin       | 3    | S          | 6    | 6 | X | X |
| 100 | X |  |  |  |  | RUSS 411  | Advanced Russian Conversation and Composition  | Magomedov<br>a | 3    | F          | 5    | 3 | X | X |
| 100 | X |  |  |  |  | RUSS 412  | Advanced Russian Conversation and Composition  | Magomedov<br>a | 3    | S          |      |   | X | X |
| 100 | X |  |  |  |  | RUSS 562  | Structure of Russian   | Staff          | 3    | F          | 3    | 0 |   | X |
| 100 |   |  |  |  |  | RUSS 691H | Honors Reading Course  | Staff          | 3    | F/S        |      |   |   | X |
| 100 |   |  |  |  |  | RUSS 692H | Honors Reading Course  | Pichova        | 3    | F/S        |      |   |   | X |
|     |   |  |  |  |  |           | <b>SLAVIC LANGUAGE, LITERATURE, AND CULTURE</b>  |                |      |            |      |   |   |   |
| 100 | X |  |  |  |  | SLAV 296  | Slavic Reading   | Pichova        | 1-12 | F/S        |      |   | X | X |
| 100 |   |  |  |  |  | SLAV 691H | Honors Reading Course  | Pichova        | 3    | F/S        |      |   |   | X |
| 100 |   |  |  |  |  | SLAV 692H | Honors Reading Course in a Slavic Language   | Pichova        | 3    | F/S        |      |   |   | X |
| 100 |   |  |  |  |  | SLAV 796  | Reading Course   | Pichova        | 1    | F/S        |      |   | X | X |
|     |   |  |  |  |  |           | <b>SPANISH LANGUAGE AND LITERATURE</b>   |                |      |            |      |   |   |   |
|     |   |  |  |  |  |           | <b>Gillings School of Global Public Health</b>   |                |      |            |      |   |   |   |
| 100 |   |  |  |  |  | PUBH 610  | Introductory Spanish for the Health Professions  | Staff          | 3    | F/S        |      |   | X | X |
| 100 |   |  |  |  |  | PUBH 613  | Intermediate Spanish for Health Care I   | Staff          | 3    | F/S        |      |   | X | X |
| 100 |   |  |  |  |  | PUBH 615  | Advanced Spanish for Health Care I   | Staff          | 3    | F/S        |      |   | X | X |
|     |   |  |  |  |  |           | <b>Kenan-Flager Business School</b>  |                |      |            |      |   |   |   |
| 100 |   |  |  |  |  | MBA 872B  | Beginning Working Spanish B for Business   | Rodriguez      | 0.5  | S          | 0    | 5 | X |   |
| 100 |   |  |  |  |  | MBA 873   | Working Spanish for Business - Intermediate  | Rodriguez      | 0.5  | F          | 1    | 9 | X |   |
| 100 |   |  |  |  |  | MBA 873B  | Working Spanish B for Business - Intermediate  | Rodriguez      | 0.5  | S          |      |   |   |   |
|     |   |  |  |  |  |           | <b>School of Medicine</b>  |                |      |            |      |   |   |   |
| 100 |   |  |  |  |  | MEDI 620  | Beginning Medical Spanish I  | Staff          | 3    | F/S        |      |   | X |   |
| 100 |   |  |  |  |  | MEDI 623  | Intermediate Medical Spanish I   | Staff          | 3    | F/S        |      |   | X |   |
|     |   |  |  |  |  |           | <b>Department of Romance Languages</b>   |                |      |            |      |   |   |   |
| 100 | X |  |  |  |  | SPAN 100  | Elementary Spanish Review  | Staff          | 3    | F          | 125  | 0 | X | X |
| 50  | X |  |  |  |  | SPAN 101  | Elementary Spanish (Multiple Sections)   | Gomez, Staff   | 3    | F/S/S<br>S | 189  | 8 | X | X |
| 50  | X |  |  |  |  | SPAN 102  | Elementary Spanish (Multiple sections)   | Staff          | 3    | F/S/S<br>S | 294  | 6 | X | X |
| 50  | X |  |  |  |  | SPAN 105  | Elementary Spanish for High Beginners (Multiple sections)                              | Staff          | 4    | F/S/S<br>S | 798  | 3 | X | X |
| 50  | X |  |  |  |  | SPAN 203  | Intermediate Spanish (Multiple sections)   | Alexander      | 3    | F/S/S<br>S | 1685 | 1 | X | X |
| 50  | X |  |  |  |  | SPAN 204  | Intermediate Spanish (Multiple Sections)   | De Fays        | 3    | F/S/S<br>S | 523  | 0 | X | X |
| 50  | X |  |  |  |  | SPAN 255  | Conversation I   | Alexander      | 3    | F/S        | 234  | 0 | X | X |

Appendix 2B: Foreign Languages and Literatures Course List

|        |   |   |   |  |   |           |   |               |   |            |     |    |   |   |
|--------|---|---|---|--|---|-----------|---|---------------|---|------------|-----|----|---|---|
| 50     | X |   |   |  |   | SPAN 255H | Conversation I (Honors)                               | Maisch        | 3 | S          | 19  | 0  | X | X |
| 25     | X |   |   |  |   | SPAN 265  | Spanish Language and Culture for the Professions      | De Fays       | 3 | F/SS       | 156 | 1  | X | X |
| 25-50  | X |   |   |  |   | SPAN 266  | Spanish Conversation for Heritage Learners            | Mack          | 3 | F          | 29  | 0  | X | X |
| 50     | X |   |   |  |   | SPAN 292  | Spanish Peer Tutoring                                 | Shade         | 3 | F/S        | 12  | 0  | X | X |
| 25     | X |   |   |  |   | SPAN 293  | Spanish Service Learning                              | Staff         | 1 | F/S        | 223 | 0  | X |   |
| 50     | X |   |   |  |   | SPAN 300  | Advanced Grammar Composition (Multiple Sections)      | Lee           | 3 | F/S/S<br>S | 215 | 2  | X | X |
| 25-100 | X | X |   |  | X | SPAN 308  | LAC Recitation  | Staff         | 1 | F/S        | 11  | 0  | X | X |
| 25     |   |   |   |  |   | SPAN 321  | Spanish for the Medical Professions                   | Martin        | 3 | S          | 48  | 0  | X | X |
| 25-50  |   |   |   |  |   | SPAN 323  | Spanish for Legal Professionals                       | Kim           | 3 | F          |     |    | X | X |
| 25     | X |   |   |  |   | SPAN 326  | Spanish Grammar and Composition for Heritage Students | Mack          | 3 | S          | 15  | 0  | X |   |
| 25     | X |   |   |  |   | SPAN 329  | Spanish Proficiency for Community Engagement          | Kim           | 3 | F          | 134 | 0  | X | X |
| 100    | X |   |   |  |   | SPAN 340  | Cultures of Contemporary Spain                        | Munoz-Hermoso | 3 | F/S        | 65  | 0  | X | X |
| 100    | X |   |   |  |   | SPAN 351  | Spanish Interpretation I                              | Staff         | 3 | F          |     |    | X | X |
| 50     | X |   |   |  |   | SPAN 360  | Intro to Hispanic Linguistics                         | Estigarribia  | 3 | F/SS       |     |    | X | X |
| 50     | X |   |   |  |   | SPAN 361  | Film and Literature from Latin America and Spain      | Staff         | 3 | F/SS       | 41  | 0  | X |   |
| 25     | X |   |   |  |   | SPAN 369  | Introduction to Translation                           | Staff         | 3 | F/S        | 39  | 0  | X | X |
| 100    | X |   |   |  |   | SPAN 371  | Survey Spanish Lit to 1700 (Multiple Sections)        | Binotti       | 3 | F          | 62  | 0  | X | X |
| 25     |   |   |   |  |   | SPAN 376  | Phonetics and Phonology                               | Estigarribia  | 3 | S          | 79  | 0  | X | X |
| 25     | X |   |   |  |   | SPAN 377  | Grammatical Structure of Spanish                      | Estigarribia  | 3 | S          |     |    |   |   |
| 25-100 | X |   |   |  |   | SPAN 398  | Undergraduate Seminar in Spanish                      | Perelmutter   | 3 | F          | 14  | 0  |   |   |
| 50     | X |   |   |  |   | SPAN 401  | Beginning Accelerated Spanish                         | Staff         | 3 | F          | 12  | 3  | X | X |
| 50     | X |   |   |  |   | SPAN 402  | Beginning Accelerated Spanish                         | Staff         | 3 | S          | 7   | 2  | X |   |
| 25     |   |   |   |  |   | SPAN 405  | Intermediate Spanish for Health Care Professionals    | Kim           | 3 | F          | 7   | 0  | X | X |
| 25     |   |   |   |  |   | SPAN 601  | Spanish for Reading                                   | Staff         | 3 | F          |     |    | X | X |
| 25-100 |   |   |   |  |   | SPAN 650  | The Spanish Comedia of the Golden Age                 | Hsu           | 3 | F          |     |    | X | X |
| 50     |   |   |   |  |   | SPAN 680  | Language Acquisition of Spanish                       | Estigarribia  | 3 | F          | 20  | 0  |   |   |
| 25-100 |   |   |   |  |   | SPAN 994  | Doctoral Dissertation                                 | Hsu           | 3 | F/SS       | 0   | 38 | X | X |
|        |   |   |   |  |   |           | <b>TURKISH LANGUAGE</b>                               |               |   |            |     |    |   |   |
| 50     | X | X | X |  |   | TURK 101  | Elementary Turkish I                                  | Havlioglu     | 4 | F          | 5   | 2  | X | X |
| 50     | X | X | X |  |   | TURK 102  | Elementary Turkish II                                 | Havlioglu     | 4 | S          | 5   | 1  | X |   |
| 50     | X | X | X |  |   | TURK 203  | Intermediate Turkish I                                | Havlioglu     | 4 | F          | 6   | 1  | X | X |
| 50     | X | X | X |  |   | TURK 204  | Intermediate Turkish II                               | Havlioglu     | 4 | S          | 4   | 1  | X |   |
| 50     | X | X | X |  |   | TURK 301  | Conversational Turkish                                | Havlioglu     | 3 | F          |     |    |   | X |

| 1. Project Goal 1: Open access to global opportunities for traditionally underserved students <sup>1</sup>   |  |   |              |  |                         |     |     |     |     |
|--|--|---|--------------|--|-------------------------|-----|-----|-----|-----|
| 2. Performance Measures  | 3. Activities  | 4. Data/ Indicators   | 5. Frequency | 6. Data Source   | 7. Baseline and Targets |     |     |     |     |
|  |  |   |              |  | BL                      | T1  | T2  | T3  | T4  |
| A. Increase by 10% the number of underserved students <b>applying</b> for UNC global opportunities, including FLAS, the CGI Award, Global Take Off, and Passport to Go! by the end of the grant cycle. | <ol style="list-style-type: none"> <li>1. Conduct information sessions on global funding opportunities to first-year and transfer students at New Student and Family Orientation</li> <li>2. Develop social media messaging targeting underserved groups</li> <li>3. Survey all incoming students (via Admissions Office) about whether they have a passport and invite those who do not to apply for Passport to Go!</li> </ol> | Number of underserved students who apply for global funding opportunities offered by UNC. | Annual       | Center for Global Initiatives funding award applications & UNC NRC FLAS Common Application | 370                     | 375 | 385 | 395 | 407 |
| B. Increase by 5% the number of underserved students <b>receiving</b> UNC global opportunities, including FLAS, the CGI Award, Global Take Off, and Passport to  | <ol style="list-style-type: none"> <li>1. Conduct application writing workshops targeting underserved students</li> <li>2. Provide passports to incoming and transfer students from underserved groups</li> <li>3. Organize a passport drive on campus with</li> </ol>   | Number of underserved students who receive global funding offered by UNC.                 | Annual       | Center for Global Initiatives & UNC NRC FLAS Common Application                            | 148                     | 150 | 152 | 154 | 156 |

|  |   |  |        |   |              |              |              |              |              |
|--|---|--|--------|---|--------------|--------------|--------------|--------------|--------------|
| Go! by the end of the grant cycle.   | the US Department of State  |  |        |   |              |              |              |              |              |
| C. Increase by 5% the number of underserved students <b>enrolling</b> in European language courses beyond the UNC three-semester requirement.  | <ol style="list-style-type: none"> <li>1. Support upper level foreign language courses offerings and scholarships</li> <li>2. Develop strategic marketing materials such as videos, brochures, and one-pagers targeting underserved groups and conduct outreach with the Office of Diversity and Multicultural Affairs, the Black Student Movement, Carolina Firsts (first-generation), Covenant Scholars, and other relevant groups that work primarily with underserved students</li> </ol> | Number of underserved students who enroll in upper level language courses. | Annual | Office of Institutional Research and Assessment | <b>1,152</b> | <b>1,165</b> | <b>1,180</b> | <b>1,195</b> | <b>1,210</b> |
| <sup>1</sup> To ensure consistent data collection, we define “underserved” students as students with financial need, first-generation college students, students of color, LGBTQ students, transfer students, male students, and students with disabilities. |   |  |        |   |              |              |              |              |              |

**1. Project Goal 2: Internationalize the curriculum and increase faculty and student involvement in global issues, activities, and dialogue at Community Colleges through the NC Global Distinction program.**

| 2. Performance Measures  | 3. Activities  | 4. Data/ Indicators  | 5. Frequency | 6. Data Source     | 7. Baseline and Targets |    |    |    |    |
|--|--|--|--------------|--------------------|-------------------------|----|----|----|----|
|  |  |  |              |                    | BL                      | T1 | T2 | T3 | T4 |
| A. Increase by 4 the number of community colleges that <b>participate</b> in the NC Global distinction program over the grant cycle. | <ol style="list-style-type: none"> <li>1. Develop a joint strategic plan of action with defined timeline, roles, and responsibilities to increase the number of community colleges participating in the NC Global Distinction Program.</li> <li>2. Recruit new colleges for the NC Global Distinction initiative and encourage faculty at the participating colleges to take part in the initiative.</li> <li>3. Help community colleges gain approval from college administrations to join the initiative.</li> </ol> | # of community colleges that participate in the NC distinction program | Annual       | World View Reports | 16                      | 17 | 18 | 19 | 20 |
| B. Increase by 4 the number of colleges that   | <ol style="list-style-type: none"> <li>1. Create curriculum development teams at each participating community colleges and provide</li> </ol>  | # of courses and activities that integrate or                          | Annual       | World View Reports | 18                      | 19 | 20 | 21 | 22 |



|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
| <b>institutionalize</b><br>the NC Global<br>Distinction<br>program <sup>1</sup> by<br>offering<br>globalized<br>courses and<br>global activities<br>over the grant<br>cycle. | professional development for<br>faculty at participating<br>colleges.<br>2. Provide funding, technical<br>support (which could include<br>modules to infuse<br>connections, context, and<br>content about European<br>studies), and university<br>research visits for community<br>college curriculum teams to<br>create globally intensive<br>courses<br>3. Support international<br>activities and dialogue at<br>community colleges through<br>speakers, films, webinars,<br>webcasts and other activities<br>that educate and inspire<br>faculty and students about<br>key issues in Europe. | update global<br>content<br><br># of<br>activities/events<br>with global<br>content at the<br>participating<br>community<br>colleges |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|

- 
- <sup>1</sup> NC Global Distinction Program includes the following:
    - ✓ students complete at least 15 credit hours of globally intensive courses,
    - ✓ students participate in 8 international activities and dialogue
    - ✓ students gain global experience (30 hours of participation in either study abroad or a domestic intercultural experience)
    - ✓ students give a capstone presentation related to their global experience
    - ✓ students completing this program, students graduate with “Global Distinction” listed on their transcript

| <b>1. Project Goal 3: Expand the integration of European Studies into teacher education programs in UNC System Schools of Education.</b>   |   |   |                     |                              |                                |           |           |           |           |
|--|---|---|---------------------|------------------------------|--------------------------------|-----------|-----------|-----------|-----------|
| <b>2. Performance Measures</b>   | <b>3. Activities</b>  | <b>4. Data/ Indicators</b>                                      | <b>5. Frequency</b> | <b>6. Data Source</b>        | <b>7. Baseline and Targets</b> |           |           |           |           |
|  |   |   |                     |                              | <b>BL</b>                      | <b>T1</b> | <b>T2</b> | <b>T3</b> | <b>T4</b> |
| A. Strengthen the institutional capacity of UNC System Schools of Education to include language pedagogy related to European Studies at least 3 Schools of Education in the UNC system, particularly with regard to the Languages Across the Curriculum (LAC <sup>1</sup> ) model and as developed through the Learning Through Languages (LTL <sup>2</sup> ) program. | <p>1. Each fall, faculty and preservice teachers from at least one Schools of Education participate in annual LTL pedagogy webinar.</p> <p>2. Each fall, School of Education and preservice teachers participate as judges and/or observers in LTL research symposium.</p> <p>3. Each spring, SoE faculty and preservice teachers will participate in LAC workshop.</p> | Number of participating UNC System Schools of Education         | <b>Annual</b>       | CES Records                  | <b>0</b>                       | <b>1</b>  | <b>1</b>  | <b>2</b>  | <b>3</b>  |
| B. Increase by 15% the number of School of Education courses that include European Studies content over the grant cycle.   | 1. Provide course development grants to SoE faculty to revise courses to include area studies content, in consultation with CES faculty.  | Number of School of Education courses with area studies content | <b>Annual</b>       | Schools of Education Records | <b>60</b>                      | <b>63</b> | <b>65</b> | <b>67</b> | <b>69</b> |

<sup>1</sup> Languages Across the Curriculum, a UNC NRC collaboration for teaching Area Studies content in targeted languages (Arabic, French, German, Portuguese, and Spanish).

<sup>2</sup> Together with all UNC NRCs, ASC hosts an annual Learning Through Languages research symposium for NC high school students (priority given to Title 1 schools) present on a research topic in their foreign language (Arabic, French, German, Japanese, Russian, and Spanish).

| <b>1. Project Goal 4: Increase knowledge of European Studies amongst educators and the general public through dedicated programming.</b>                                 |   |  |                     |                        |                                |           |           |           |           |
|--|---|--|---------------------|------------------------|--------------------------------|-----------|-----------|-----------|-----------|
| <b>2. Performance Measures</b>   | <b>3. Activities</b>  | <b>4. Data/ Indicators</b>   | <b>5. Frequency</b> | <b>6. Data Source</b>  | <b>7. Baseline and Targets</b> |           |           |           |           |
|  |   |  |                     |                        | <b>BL</b>                      | <b>T1</b> | <b>T2</b> | <b>T3</b> | <b>T4</b> |
| A. Increase number of educators participating in Center for European Studies professional development activities by 20% over grant cycle.                                | A1. Offer professional development opportunities for K-12, Community College, and MSI educators.<br><br>A2. Exhibit at K-12 professional development conferences. | Number of educators who attend CES professional development activities | <b>Annual</b>       | CES attendance records | 70                             | 72        | 76        | 80        | 84        |
| B. Increase visibility of Europe and awareness of CES activities amongst educators and community members by increasing Newsletter subscriptions by 10% over grant cycle. | B1. Hold targeted events each year including lectures, conferences, and various "Europe Week" activities.<br><br>B2. Publish bi-monthly Newsletter.               | Number of members on CES listserv                                      | <b>Annual</b>       | CES records            | 2,831                          | 2,900     | 2,970     | 3,040     | 3,114     |

| 1. Project Goal 5: Promote Government Service in areas of national need and in areas of need in education, business, and non-profit sectors   |  |  |              |                        |                         |    |    |    |    |
|---|--|--|--------------|------------------------|-------------------------|----|----|----|----|
| 2. Performance Measures   | 3. Activities  | 4. Data/ Indicators                                  | 5. Frequency | 6. Data Source         | 7. Baseline and Targets |    |    |    |    |
|   |  |  |              |                        | BL                      | T1 | T2 | T3 | T4 |
| A. Increase number of graduates that go into jobs in government, education, business, and non-profit sectors. Reach 75 participants per year in all activities by end of grant cycle.   | <p>A1. Offer career planning workshops for EURO, TAM and CES FLAS students.</p> <p>A2. Offer alumni panels, meetings with Diplomat-in-Residence, and Global Career Night.</p> <p>A3. Offer networking opportunities for EURO, TAM, and CES FLAS students in conjunction with workshops and panels.</p> | Number of students who attend career workshops       | Annual       | CES attendance records | 0                       | 50 | 60 | 70 | 75 |
| B. Increase visibility of job opportunities by creating a new <b>Career Newsletter</b> with job opportunities and alumni profiles of those working in government, business, non-profit, and education. Add 75 students and alumni to newly created listserv over grant cycle. | <p>B1. Create Career Newsletter.</p> <p>B2. Publish monthly Newsletter starting in September 2018.</p> <p>B3. Publish <b>Medium</b> Blog posts featuring alumni in jobs in government, business, non-profits, and education to increase visibility and interest in newsletter.</p>                     | Number of students and alumni on Newsletter listserv | Annual       | CES listserv records   | 0                       | 60 | 65 | 70 | 75 |

## **Appendix 4**

### **Letters of Support**

May 22, 2018

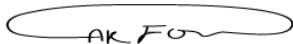
Professor John D Stephens  
Director, Center for European Studies  
University of North Carolina at Chapel Hill, CB 3449  
Chapel Hill, NC 27599-3449

Professor Stephens,

We at the UNC-CH School of Education support the collaboration with you to create closer ties between the Center for European Studies and our Master of Arts in Teaching program in order to better prepare pre-service teachers to offer culturally aware and globalized lesson plans in their future classrooms. This collaboration can include curriculum development grants to faculty to increase European content in MAT courses. It will also include working together to support the MAT exchange program with the University of Hamburg, Germany, by creating and implementing partnership activities in Chapel Hill to benefit UNC-CH MAT students and local K-12 school teachers and students. Finally, we plan to bring teacher leaders from across NC to participate in workshops on UNC-CH's campus with MAT students and students from the University of Hamburg.

As a partner, we support your Title VI application, and recognize how this funding can help prepare UNC-CH School of Education MAT students and pre-service teachers for a globalized world.

Sincerely,



Fouad Abd-El-Khalick  
Dean & Professor



UNIVERSITY of NORTH CAROLINA WILMINGTON

May 10, 2018

Dear Review Committee,

I am writing to express support to continue and expand collaborations with Area Studies Centers at the University of North Carolina at Chapel Hill. Faculty in the Watson College of Education believes that in the age of globalization, an intimate understanding of a foreign culture is both a valuable academic asset and an enriching personal experience. As a leader in education, faculty at UNCW-WCE is dedicated to providing education students with the opportunity to work and study in schools throughout the world, and our curriculum is increasingly infused with international content. Support for faculty to implement these goals is crucial.

Combined funding from our institution and Title VI grants will support our faculty in their effort to embed information about a world region in an existing course or to create a new course. This project supports the development of global scholars within the faculty for the purposes of embedding global concepts in their courses and encouraging them to act as mentors to other faculty. With this funding we plan to identify six global scholars within the faculty of Watson College of Education representing the following continents: **Middle East, Africa, Asia, Europe, East Europe, and Latin America**. The faculty in this project will work together to coordinate their efforts and offer students the opportunity to focus on various parts of the world, comparing and contrasting culture, environments, language, education, politics, and history, while preparing to be teachers in the United States.

In the past three years, our collaborations with UNC-CH have allowed faculty to conduct research abroad, collect authentic teaching materials, and lead study groups for pre-service teachers. Building on our institution's initiatives, this complementary funding has had a remarkable and significant impact on our ability to prepare North Carolina teachers for the globalized classrooms they will be entering. More than 2,000 pre-service and in-service PreK-12 teachers, faculty, and children have been impacted by this important funding.

Sincerely,

Susan Catapano, E.D.

Professor and International Coordinator

EARLY CHILDHOOD, ELEMENTARY, MIDDLE, LITERACY, AND SPECIAL EDUCATION  
DONALD R. WATSON COLLEGE OF EDUCATION

601 SOUTH COLLEGE ROAD • WILMINGTON, NORTH CAROLINA 28403-5940 • TEL 910-962-3366 • FAX 910-962-3988

PR Award # P015A180623



James E. Shepard

May 14, 2018

Dr. John D. Stephens  
Director, Center for European Studies  
University of North Carolina at Chapel Hill  
Chapel Hill, NC 27599

Dear Dr. Stephens:

It is my pleasure to provide a letter of support for the proposal for the National Resource Center and Foreign Language and Area Studies Center Title VI Program by the Center for European Studies at UNC-Chapel Hill. North Carolina Central University is very much interested in continuing its relationship with the Center for European Studies. To create a more globally engaged campus is a major priority of the current administration. Faculty are developing curricula and research agendas that will better position the University to prepare the next generation of global leaders, policy makers, and researchers.

I fully support your proposal to strengthen our existing collaborations created in the last years to support faculty research in Europe, conference presentations, adding European content to existing courses, and strengthening scholarly collaborations through the Modern British Studies working group and visiting fellowships at UNC for NCCU faculty. These collaborations have and will continue to prepare students for a globalized world.

Sincerely,

A handwritten signature in cursive script that reads "Carlton Wilson".

Carlton Wilson  
Interim Provost and Vice Chancellor for Academic Affairs  
Dean, College of Arts and Sciences





*The Center for  
Innovative and  
Transformative  
Instruction*

May 18, 2018

Professor John D Stephens  
Director, Center for European Studies  
University of North Carolina at Chapel Hill  
CB 3449  
Chapel Hill, NC 27599-3449

**Re. CES-WSSU collaboration**

Dear Professor Stephens,

We at the Center for Innovative and Transformative Instruction (CITI) at Winston-Salem State University support the collaboration with you and the Center for European Studies (CES) to increase attention and focus of European Studies to students and faculty at WSSU in line with the university's commitment to global education, liberal studies, sustainability, and social justice.

Our collaborations will focus on curriculum development, faculty research in Europe, bringing guest speakers to our campus, and organizing joint events such as lectures or film series to benefit students on both campuses.

As a partner, we support your Title VI application, and recognize how this funding can help bring our faculty closer together and prepare students for a globalized world.

Sincerely,

Eli Collins-Brown, Ed.D.  
Director, Center for Innovative and Transformative Instruction  
Winston-Salem State University  
202 O'Kelly  
601 S. Martin Luther King Jr. Drive  
Winston-Salem, NC 27110  
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T 919.962.9264  
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worldview@unc.edu  
worldview.unc.edu

May 25, 2018

Professor John D Stephens  
Center for European Studies  
University of North Carolina at Chapel Hill  
Chapel Hill, NC 27599-3449

Dear Professor Stephens:

UNC World View is a public service program at the University of North Carolina at Chapel Hill that for the past twenty years has provided professional development in global education to K-12 and community college educators throughout the state of North Carolina and beyond. Our goal is to equip educators with global knowledge, best practice, and resources to prepare students to engage in our interconnected and diverse world. I fully support the application of the Center for European Studies for National Resource Center Title VI funding.

Collaborating with the National Resource Centers at UNC Chapel Hill, World View is able to provide high quality programming in specific area studies to K-12 and community college educators. Large-scale symposia and seminars, workshops, global study visits, and on-site professional development offerings allow us to reach thousands of educators per year. With the support of the National Resource Centers we are also able to enhance our North Carolina Global Distinction Program, which is a national model. Presently we have 18 community college partnerships with intentional plans to expand.

A special focus of our work with the National Resource Centers is to provide outreach to underserved areas throughout the state, in both urban and rural communities. Our collaboration with the National Resource Centers will allow World View programs to continue to expand and offer access to high quality professional development to K-12 and community college educators throughout North Carolina.

I fully support the application of Title VI funding for the National Resource Centers and look forward to continue to work with them in the years to come to significantly increase the depth and breadth of professional development in global education for K-12 and community college educators.

Sincerely,

Director, World View

## Budget Narrative File(s)

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**UNC Center for European Studies FLAS Fellowship Request**

|  | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>All Years</b>   |
|--|------------------|------------------|------------------|------------------|--------------------|
| <b>Academic Year</b>                     |                  |                  |                  |                  |                    |
| <b>Graduate Student Fellowships</b>      |                  |                  |                  |                  |                    |
| Institutional payment: 6 @ \$18,000      | \$108,000        | \$108,000        | \$108,000        | \$108,000        |                    |
| Subsistence allowance: 6 @ \$15,000      | \$90,000         | \$90,000         | \$90,000         | \$90,000         |                    |
| <b>Undergraduate Student Fellowships</b> |                  |                  |                  |                  |                    |
| Institutional payment: 2 @ \$10,000      | \$20,000         | \$20,000         | \$20,000         | \$20,000         |                    |
| Subsistence allowance: 2 @ \$5,000       | \$10,000         | \$10,000         | \$10,000         | \$10,000         |                    |
| <b>Subtotal Academic Year</b>            | <b>\$228,000</b> | <b>\$228,000</b> | <b>\$228,000</b> | <b>\$228,000</b> | <b>\$912,000</b>   |
|  |                  |                  |                  |                  |                    |
| <b>Summer</b>                            |                  |                  |                  |                  |                    |
| Institutional payment: 5 @ \$5,000       | \$25,000         | \$25,000         | \$25,000         | \$25,000         |                    |
| Subsistence allowance: 5 @ \$2,500       | \$12,500         | \$12,500         | \$12,500         | \$12,500         |                    |
| <b>Subtotal Summer</b>                   | <b>\$37,500</b>  | <b>\$37,500</b>  | <b>\$37,500</b>  | <b>\$37,500</b>  | <b>\$150,000</b>   |
|  |                  |                  |                  |                  |                    |
| <b>TOTAL FLAS FELLOWSHIP REQUEST</b>     | <b>\$265,500</b> | <b>\$265,500</b> | <b>\$265,500</b> | <b>\$265,500</b> | <b>\$1,062,000</b> |

Center for European Studies  
University of North Carolina at Chapel Hill  
NRC/FLAS Detailed Budget 2018-2022

AP=Absolute Priority; CPP=Competitive Preference Priority

| Page Ref:                      | Category   | Year 1<br>2018-19 | Year 2<br>2019-20 | Year 3<br>2020-21 | Year 4<br>2021-22 | All Years<br>2018-22 | Priority   |
|--------------------------------|--|-------------------|-------------------|-------------------|-------------------|----------------------|------------|
| <b>A. Personnel</b>            |  |                   |                   |                   |                   |                      |            |
| <b>1. Administrative</b>       |  |                   |                   |                   |                   |                      |            |
| 3, 10, 22                      | <b>Executive Director/EURO major advisor, K Lindner</b> (1.0 FTE, requesting 10% of salary with 3% annual raise)   | \$7,153           | \$7,368           | \$7,589           | \$7,816           |                      |            |
| 3, 10, 22                      | <b>Business Manager, S Volk</b> (1.0 FTE, requesting 50% of salary with 3% annual raise)   | \$22,000          | \$22,660          | \$23,340          | \$24,040          |                      |            |
| 3, 23                          | <b>EURO-TAM Program Assistant</b> New hire in fall 2018. Duties to include program support, assistance to students, student recruitment, communications, social media, website management, event support (1.0 FTE, requesting 50% of salary with 3% annual raise)  | \$17,000          | \$17,510          | \$18,035          | \$18,576          |                      |            |
| 3, 4, 10, 23, 42               | <b>Outreach Coordinator, N Bynum</b> (1.0 FTE, requesting 50% of salary with 3% annual raise)  | \$24,400          | \$25,132          | \$25,886          | \$26,663          |                      |            |
| 3, 35                          | <b>LAC Coordinator, R Anderson</b> (1.0 FTE, requesting 4% of salary with 3% annual raise; position shared with all NRCs)  | \$2,000           | \$2,060           | \$2,122           | \$2,185           |                      |            |
| 4                              | <b>Research Assistant</b> to support UNC School of Education MA in Teaching Program partnership with University of Hamburg. RA duties include organizing multiple workshops for UNC MAT and Hamburg students/pre-service teachers with local K-12 schools and NC teacher mentors while Hamburg students on UNC's campus each spring. Hourly wage \$20/10 hours per week/15 weeks in spring semester. | \$3,000           | \$3,000           | \$3,000           | \$3,000           |                      | NRC CPP 2  |
|                                | <b>Subtotal Administrative Costs</b>   | <b>\$75,553</b>   | <b>\$77,730</b>   | <b>\$79,971</b>   | <b>\$82,281</b>   | <b>\$315,535</b>     |            |
| <b>2. Language Instruction</b> |  |                   |                   |                   |                   |                      |            |
| 4                              | <b>Bosnian/Croatian/Serbian Instructor, A Dzumhur</b> (contribution to salary for fall semester language instruction; spring semester supported by Center for Slavic, Eurasian, and East European Studies)   | \$7,850           |                   |                   |                   |                      | FLAS CPP 2 |

|  |  |                  |                  |                  |                  |                  |            |
|--|--|------------------|------------------|------------------|------------------|------------------|------------|
| 4, 12, 14, 33, 34                      | <b>Bosnian/Croatian/Serbian Teaching Assistant Professor</b> New hire in fall 2018-19 to teach language and Southeastern European Studies courses (requesting 1/3 of salary with 3% annual raise; remaining 1/3 contributed by College of Arts and Sciences and 1/3 by Center for Slavic, Eurasian, and East European Studies. |                  | \$15,600         | \$16,068         | \$16,536         |                  | FLAS CPP 2 |
| 4, 12                                  | <b>Romanian Instructor, L Guran</b> to teach accelerated beginning and intermediate Romanian language courses in AY1 (contribution to salary for two semesters of language instruction.)   | \$15,700         |                  |                  |                  |                  | FLAS CPP 2 |
| 4, 12, 32                              | <b>Romance Language LCTL Instructors, L Guran, A Valparis, S Giron</b> LCTL language sequence. Language instruction will rotate between Basque (AY2, Galician (AY3), Romanian (AY4) (contribution to salary; Remaining contribution from Romance Studies Department.)  |                  | \$7,850          | \$7,850          | \$7,850          |                  |            |
| 4                                      | <b>Turkish Language Facilitator</b> to support all levels of hybrid Turkish Language instruction on both UNC and Duke campuses (contribution to salary for one semester; other semester paid by UNC Center for the Study of the Middle East and Muslim Civilizations)  | \$2,000          | \$2,000          | \$2,000          | \$2,000          |                  | FLAS CPP 2 |
| 4, 34-35                               | <b>Languages Across the Curriculum (LAC)</b> CES will offer two LAC courses per year in Portuguese, Arabic, French, German or Italian (one-time payment to instructor @ \$5000 per course.)  | \$10,000         | \$10,000         | \$10,000         | \$10,000         |                  |            |
|  | <b>Subtotal Language Instruction</b>   | <b>\$35,550</b>  | <b>\$35,450</b>  | <b>\$35,918</b>  | <b>\$36,386</b>  | <b>\$143,304</b> |            |
| <b>3. European Studies Instruction</b> |  |                  |                  |                  |                  |                  |            |
| 4                                      | New advanced UG/G "New Europe" semester-long course taught each spring to EURO, TAM, & other interested students by European visiting scholar (salary contribution for visiting scholar.)  | \$5,000          | \$5,000          | \$5,000          | \$5,000          |                  |            |
|  | <b>Subtotal European Studies Instruction</b>   | <b>\$5,000</b>   | <b>\$5,000</b>   | <b>\$5,000</b>   | <b>\$5,000</b>   | <b>\$20,000</b>  |            |
|  | <b>A. Subtotal Personnel</b>   | <b>\$116,103</b> | <b>\$118,180</b> | <b>\$120,889</b> | <b>\$123,667</b> | <b>\$478,839</b> |            |
| <b>B. Fringe</b>                       |  |                  |                  |                  |                  |                  |            |
|  | <i>UNC fringe rate: 23.897% for full time employee plus portion of \$5,869 total health insurance payment; graduate student/instructor rate: 8.990% plus \$324.43 one time health insurance payment per semester teaching.</i>   |                  |                  |                  |                  |                  |            |
| 3, 10, 22                              | Executive Director/EURO major advisor, 10% Title VI (full-time)  | \$2,296          | \$2,348          | \$2,400          | \$2,455          |                  |            |
| 3, 10, 22                              | Business Manager, 50% Title VI (full-time)   | \$8,192          | \$8,350          | \$8,512          | \$8,679          |                  |            |
| 3, 23                                  | EURO-TAM Program Assistant, 50% Title VI (full-time)   | \$6,997          | \$7,119          | \$7,244          | \$7,374          |                  |            |

|                      |  |                 |                 |                 |                 |                  |      |
|----------------------|--|-----------------|-----------------|-----------------|-----------------|------------------|------|
| 3, 4, 10,<br>23, 42  | Outreach Coordinator, 50% Title VI (full-time)   | \$8,765         | \$8,940         | \$9,120         | \$9,306         |                  |      |
| 3, 35                | LAC Coordinator, 4% Title VI (full-time)   | \$713           | \$727           | \$742           | \$757           |                  |      |
| 4                    | Research Assistant, School of Education (graduate student)   | \$594           | \$594           | \$594           | \$594           |                  |      |
| 4                    | BCS Instructor   | \$1,030         |                 |                 |                 |                  |      |
| 3, 12, 14,<br>33, 34 | BCS Teaching Assistant Professor (full-time)   |                 | \$5,665         | \$5,777         | \$5,888         |                  |      |
| 4, 7, 12,<br>15, 33  | Romanian Instructor  | \$1,736         |                 |                 |                 |                  |      |
| 4, 12, 32            | Romance Studies LCTL Lecturers (instructor/graduate students)  |                 | \$1,030         | \$1,030         | \$1,030         |                  |      |
| 4                    | Turkish Language Facilitator (graduate student)  | \$504           | \$504           | \$504           | \$504           |                  |      |
| 4, 34                | LAC Instructors  | \$1,223         | \$1,223         | \$1,223         | \$1,223         |                  |      |
| 4                    | Visiting Scholar (full-time for one semester per year)   | \$1,195         | \$1,195         | \$1,195         | \$1,195         |                  |      |
|                      | <b>B. Subtotal Fringe</b>  | <b>\$33,246</b> | <b>\$37,695</b> | <b>\$38,342</b> | <b>\$39,006</b> | <b>\$148,289</b> |      |
| <b>C. Travel</b>     |  |                 |                 |                 |                 |                  |      |
| 4                    | <b>Junior Faculty Travel Awards</b> Competitive awards for junior faculty to conduct research in Europe or to present at/attend domestic or international conference on European issues; 2 awards per year @ \$1,000; funds used for FAA compliant airfare and GSA/State Department per diem rates.  | \$2,000         | \$2,000         | \$2,000         | \$2,000         |                  |      |
| 4                    | <b>CES Staff Travel</b> to co-lead Brussels Study Tour, attend EUSA conference, develop linkages with new European universities; funds used for FAA compliant airfare and GSA/State Department per diem rates.   | \$4,000         | \$4,000         | \$4,000         | \$4,000         |                  |      |
| 4                    | <b>Competitive Travel Awards</b> to UNC European Librarian, Study Abroad Advisors, and other staff to attend conferences and develop linkages; 2 awards per year @ \$1,000; funds used for FAA compliant airfare and GSA/State Department per diem rates.  | \$2,000         | \$2,000         | \$2,000         | \$2,000         |                  |      |
| 4                    | <b>Outreach Coordinator travel</b> to attend and present at annual teacher conferences (FLANC, NCCSS, NCSS); funds used for domestic airfare to NCSS, mileage at \$0.54 to NCCSS and FLANC, and GSA per diem rates.  | \$2,800         | \$2,800         | \$2,800         | \$2,800         |                  |      |
| 5, 14, 42,<br>44-45  | <b>EU2U Teacher Training Sessions</b> Together with UNC faculty, CES staff will conduct multiple teacher training sessions per year (6). We will partner with University of Pittsburgh's European Studies Center to offer these trainings across NC, Pennsylvania, and along the East Coast. Priority given to underserved/Title I schools. Funding used for mileage @ \$0.54 for faculty/staff travel to schools. | \$1,000         | \$1,000         | \$1,000         | \$1,000         |                  | AP 2 |

|                           |  |                 |                 |                 |                 |                 |           |
|---------------------------|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------|
| 4                         | <b>Professional Schools Linkages Travel</b> to strengthen and develop new linkages with European universities; 2 awards per year @ \$1,000; funds used for FAA compliant airfare and State Department per diem rates.  | \$2,000         | \$2,000         | \$2,000         | \$2,000         |                 |           |
|                           | <b>C. Subtotal Travel</b>  | <b>\$13,800</b> | <b>\$13,800</b> | <b>\$13,800</b> | <b>\$13,800</b> | <b>\$55,200</b> |           |
|                           | <b>D. Supplies</b>   |                 |                 |                 |                 |                 |           |
| 4                         | Library Acquisitions   | \$5,000         | \$3,000         | \$3,000         | \$3,000         |                 |           |
| 4                         | Outreach supplies for EU2U teacher trainings, EU in NC & Brussels Study Tours, Europe Week, CES events.  | \$1,450         | \$500           | \$500           | \$500           |                 |           |
| 4                         | Carolina Navigators: funds to support development of new Culture Kits and postage to ship kits to teachers and schools throughout NC.  | \$500           | \$200           | \$200           | \$200           |                 | AP 2      |
| 4                         | Office supplies, memberships, books.   | \$1,500         | \$1,000         | \$1,000         | \$1,000         |                 |           |
|                           | <b>D. Subtotal Supplies</b>  | <b>\$8,450</b>  | <b>\$4,700</b>  | <b>\$4,700</b>  | <b>\$4,700</b>  | <b>\$22,550</b> |           |
|                           | <b>E. Contractual</b>  | \$0             | \$0             | \$0             | \$0             |                 |           |
|                           | <b>F. Construction</b>   | \$0             | \$0             | \$0             | \$0             |                 |           |
|                           | <b>G. Other</b>  |                 |                 |                 |                 |                 |           |
|                           | <b>European Studies Career Preparation</b>   |                 |                 |                 |                 |                 |           |
| 2-4, 10-11, 14, 18-22, 39 | Career Preparation events for EURO majors, TAM students, and all interested BA, MA, PhD students from across campus. Includes career prep workshops, EURO/TAM alumni panels, and annual Global Career Night (joint NRC, Career Services, Global Studies Curriculum event). Funds used for alumni travel to UNC; FAA compliant airfare, mileage @ \$0.54, and GSA/State Department lodging rates. | \$800           | \$800           | \$800           | \$800           |                 | AP 1      |
|                           | <b>Subtotal Career Training</b>  | <b>\$800</b>    | <b>\$800</b>    | <b>\$800</b>    | <b>\$800</b>    | <b>\$3,200</b>  |           |
|                           | <b>Course Development at UNC, MSIs, SoEs, and CC</b>   |                 |                 |                 |                 |                 |           |
| 5                         | <b>Curriculum Development Awards</b> Competitive awards for UNC faculty to create new courses or modify existing courses by adding European content specifically related to “The New Europe” themes (2 awards per year @ \$2,500).   | \$5,000         | \$5,000         | \$5,000         | \$5,000         |                 |           |
| 5                         | <b>Curriculum Development Awards for MSI faculty</b> Competitive awards for MSI faculty to create new courses or modify existing courses by adding European content specifically related to “The New Europe” themes (2 awards per year @ \$2,000).   | \$4,000         | \$4,000         | \$4,000         | \$4,000         |                 | NRC CPP 1 |



|   |  |                 |                 |                 |                 |                 |                 |
|---|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 5   | <b>Curriculum Development Awards for School of Education</b> Competitive awards to UNC System Schools of Education faculty to create new courses or modify existing courses by adding European content to prepare pre-service teachers; content related to "The New Europe" themes; one award @ \$2,000 AY1; 2 awards @ \$2,000 AY3-4.   | \$6,000         | \$4,000         | \$4,000         | \$4,000         |                 | NRC CPP 2       |
| 5   | <b>World View Global Distinction Curriculum Development Awards</b> Awards to Community College faculty teams to create new courses or modify existing courses by adding European content. Courses then available to CC students seeking "Global Distinction" designation at graduation. Funds used for materials, supplies, and mileage @ \$0.54 to visit UNC's campus for meetings with faculty and librarians. | \$3,000         | \$3,000         | \$3,000         | \$3,000         |                 | NRC CPP 1       |
|   | <b>Subtotal Course Development</b>   | <b>\$18,000</b> | <b>\$16,000</b> | <b>\$16,000</b> | <b>\$16,000</b> | <b>\$66,000</b> |                 |
| <b>Outreach</b>   |  |                 |                 |                 |                 |                 |                 |
| <b>K-12 Teacher Outreach and Training</b>                           |  |                 |                 |                 |                 |                 |                 |
| 5, 18, 43   | <b>Learning Through Languages</b> K-12 teachers will integrate participation in LTL symposium in their language classrooms. Support for teams presenting in German, French, Spanish. Funds used for mileage @ \$0.54 for teacher travel to UNC and conference supplies/materials.  | \$1,000         | \$1,000         | \$1,000         | \$1,000         |                 | AP 2            |
| <b>K-12/Community College/MSI Educator Professional Development</b> |  |                 |                 |                 |                 |                 |                 |
| 4-5, 9, 14, 42, 44-45, 50   | <b>Brussels Study Tour</b> for 8 K-12, CC, & MSI educators: Together with the University of Pittsburgh's European Studies Center, we will co-lead the Brussels Study Tour of EU institutions each June; 8 competitive travel awards per year @ \$2,000; funds used for FAA compliant airfare and State Department lodging rate for Brussels.   | \$12,000        | \$12,000        | \$12,000        | \$12,000        |                 | AP 2, NRC CPP 1 |
| 5, 14, 43-45, 49  | <b>EU in NC Local Study Tours</b> Educator professional development sessions with UNC faculty on issues facing Europe. One tour each year. Funds used for educator travel to UNC, supplies/materials).   | \$4,000         | \$4,000         | \$4,000         | \$4,000         |                 | AP 2, NRC CPP 1 |
| 5, 7, 17, 23-24, 27, 43-44, 49-50                                   | <b>World View K-12 and CC Symposia Support</b> World View will conduct 3-4 conferences, symposia, seminars per year including European content and presentations by CES faculty and staff. Funds used for event space, publicity, materials.   | \$3,000         | \$3,000         | \$3,000         | \$3,000         |                 | AP 2, NRC CPP 1 |

| <b>Outreach to Post-Secondary Institutions</b>                        |   |         |         |         |         |  |           |
|---|---|---------|---------|---------|---------|--|-----------|
| 5   | <b>MSI Travel awards</b> Competitive travel awards to MSI faculty to research in Europe or present at/attend domestic or international conference; 2 awards per year @ \$750; funds used for FAA compliant airfare and State Department lodging rates.  | \$1,500 | \$1,500 | \$1,500 | \$1,500 |  | NRC CPP 1 |
| 5, 6  | <b>MSI Passport Events</b> In collaboration with partner MSIs, CES will organize and support events such as films, lectures, exhibits at MSIs across NC; Funds will support film rights, event space, and domestic speaker airfare or mileage @ \$0.54 and GSA lodging rates.   | \$1,500 | \$750   | \$750   | \$750   |  | NRC CPP 1 |
| <b>Collaboration with UNC School of Education MA Teaching Program</b> |   |         |         |         |         |  |           |
| 5, 18, 30, 46, 50   | <b>UNC School of Education MAT Program's</b> in-service teacher to pre-service teacher mentoring program. Mentors from across NC will attend multiple workshops with UNC and University of Hamburg students and local K-12 schools to discuss European best practice pedagogical tools, student research projects, and adding European content into K-12 curricula. Funds used for teacher travel to UNC; mileage @ \$0.54, GSA lodging rates, plus materials/supplies. | \$1,500 | \$1,500 | \$1,500 | \$1,500 |  | NRC CPP 2 |
| <b>Outreach to General Public</b>                                     |   |         |         |         |         |  |           |
| 5, 13, 38, 46, 47   | <b>Europe Week</b> CES' annual week-long series of events ranging from films to lectures to art exhibits and music performances all to highlight Europe's relevance in NC; funds used for film rights, materials/supplies, publicity plus speaker airfare compliant with FAA and GSA lodging rates. Usually one speaker per year.   | \$1,500 | \$1,500 | \$1,500 | \$1,500 |  |           |
| 5   | <b>European Literature &amp; Film Revue:</b> One European author or filmmaker to visit UNC each year to introduce educators and the general public to European literature and films; teacher workshops will be included. Funds used for FAA compliant airfare @ \$1200, GSA lodging rates per night up to \$500 total lodging cost, speaker fees @ \$500 plus costs for film rights, supplies, publicity.   | \$3,000 | \$3,000 | \$3,000 | \$3,000 |  |           |

| <b>Outreach to Business</b>  |  |                 |                 |                 |                 |                  |  |
|------------------------------|--|-----------------|-----------------|-----------------|-----------------|------------------|--|
| 5, 13, 46                    | <b>UNC Institute for the Environment's Clean Tech Summit</b> Annual travel support for European expert to participate in and present at UNC's Clean Tech Summit. Presentation includes career planning for students interested in careers in government, non-profit, business related to environmental issues. Funds used for FAA compliant airfare @ \$1200 per year and GSA lodging rates per night @ \$500 total lodging cost, speaker fees @ \$500 plus costs for supplies/conference materials.   | \$2,500         | \$2,500         | \$2,500         | \$2,500         |                  |  |
|                              | <b>Subtotal Outreach</b>   | <b>\$31,500</b> | <b>\$30,750</b> | <b>\$30,750</b> | <b>\$30,750</b> | <b>\$123,750</b> |  |
| <b>Research and Training</b> |  |                 |                 |                 |                 |                  |  |
| <b>Lecture Series</b>        |  |                 |                 |                 |                 |                  |  |
| 6                            | <b>"New Europe" Lecture Series</b> Annually, 2-3 lectures, films, panel discussions on most pressing issues facing Europe. Funds used for FAA compliant airfare and GSA lodging rates, film rights, and publicity.   | \$1,500         | \$1,500         | \$1,500         | \$1,500         |                  |  |
| 6                            | <b>EU Shared Speakers Lectures</b> Collaboration with European Studies Center, University of Pittsburgh; Colorado European Union Center of Excellence; EU Center, University of Illinois at Urbana-Champaign; Center for West European Studies and EU Center at University of Washington; Institute for European Studies, University of California, Berkeley; Center for European Studies, University of Wisconsin; Jean Monnet Center of Excellence at Georgia Tech; Miami-Florida Jean Monnet Center of Excellence, Florida International University; to bring guest speakers from the EU to the US to discuss pressing topics. Funds used for FAA compliant airfare or domestic airfare and GSA lodging rates. Partnership includes one center paying international fare, another partner center domestic airfare; each center covers lodging in own location. 1-2 speakers per year. | \$2,500         | \$2,500         | \$1,500         | \$1,000         |                  |  |
| 6, 47                        | <b>North Carolina German Studies Seminar</b> Interdisciplinary, inter-institutional scholars fostering intellectual exchange on German history, culture, and identity led by Prof.s Hagemann and Jarausch. Co-sponsorship: Dept. of German Slavic Languages and Literatures, Dept. of History, Center for Jewish Studies. Faculty at Duke, Elon, and NC State Universities involved in Steering Committee. Funds used for 1 speaker per year @ \$520 domestic airfare; 2 hotel nights @ GSA rate of \$115 per night=\$230 total.   | \$750           | \$750           | \$750           | \$750           |                  |  |

|                       |  |         |         |         |         |  |  |
|-----------------------|--|---------|---------|---------|---------|--|--|
| 6                     | <b>Competitive Awards</b> for Working Groups/Conferences/ Lectures: Faculty to apply for support to strengthen existing and to develop new interdisciplinary working groups, hold conferences, and invite guest speakers. Topics to focus on "The New Europe" themes. Funds used for FAA compliant or domestic airfare, GSA compliant lodging rates, speaker fees, publicity, and materials/supplies; 5 awards at \$1,000 per year.  | \$5,000 | \$5,000 | \$5,000 | \$5,000 |  |  |
| <b>Working groups</b> |  |         |         |         |         |  |  |
| 6                     | <b>Modern British Studies</b> Interdisciplinary and inter-institutional group of scholars led by Prof. Pennybacker researching British politics, history, and culture. Co-sponsorship: Dept. of History, Carolina Seminars Series, Duke, NC Central, NC State Universities, and UNC-Greensboro. Funds used for contribution to one FAA compliant or domestic speaker airfare per year or lodging at GSA compliant rates.   | \$500   | \$500   | \$500   | \$500   |  |  |
| 6                     | <b>Forum on Southeastern Europe</b> Interdisciplinary and inter-institutional working group of scholars located throughout the southeastern US led by Prof. Raleigh. Focus is on discussion of pertinent topics of culture, history, language, politics of Southeastern Europe. Co-sponsorship: Center for Slavic, Eurasian, and East European Studies. Funds used for non-UNC faculty travel to UNC: mileage @ \$0.54 travel and GSA compliant lodging rate plus publicity, material/supplies). | \$500   | \$500   | \$500   | \$500   |  |  |
| 6                     | <b>UNC Seminar on the Anthropocene</b> Interdisciplinary working group led by Prof.s Tanner and Pickles exploring theoretical and political paradigms emerging in the context of anthropogenic discourses including environmentalism and questions of identity. Co-sponsorship: Dept.s of Geography and Romance Studies. Funds used for contribution to one FAA compliant or domestic speaker airfare per year or lodging at GSA compliant rates.  | \$500   | \$500   | \$500   | \$500   |  |  |

## Workshops & Conferences

### 2018-19

|   |  |         |     |     |     |  |  |
|---|--|---------|-----|-----|-----|--|--|
| 6 | <b>Brexit in a Global Context Conference:</b> Prof.s Pennybacker and Aydin will lead this conference looking at Brexit's relationship to problems of political thought, and especially the issues of democracy, tolerance, political economy, and the state form. They will also discuss Brexit's impact on the idea of Europe as a civilizational narrative and geopolitical power. Co-sponsorship: Carolina Seminars, Dept. of History. Funds used for one FAA compliant speaker airfare @ \$1200 plus one domestic airfare @ \$500 plus hotel @ GSA rate of \$115 per night up to total of \$800. | \$2,500 | \$0 | \$0 | \$0 |  |  |
| 6 | <b>Encountering Difference: Citizenship and Belonging of Middle Eastern Refugees and Immigrants in Europe:</b> Prof. Gökarıksel's research on Middle Eastern/North African immigrant-refugee encounters in three EU countries (Germany, The Netherlands, and Denmark) will be examined in a one-day workshop. Co-sponsorship: Dept.s of Geography and History. Funds used for one FAA compliant speaker airfare @ \$1200 plus one domestic airfare @ \$500 plus hotel @ GSA rate of \$115 per night up to total of \$800.  | \$2,500 | \$0 | \$0 | \$0 |  |  |

### 2019-20

|   |   |     |         |     |     |  |  |
|---|---|-----|---------|-----|-----|--|--|
| 6 | <b>Environmentalism, Fantasy and Intersectionality</b> How are fantasy and science fiction used to address minority issues specifically as they relate to environmental concerns in Europe? Prof.s Layne and Amago will lead this conference. Co-sponsorship: Dept.s of German Slavic Languages and Literatures and Romance Studies. Funds used for one FAA compliant speaker airfare @ \$1200 plus one domestic airfare @ \$500 plus hotel @ GSA rate of \$115 per night up to total of \$1,050. | \$0 | \$2,750 | \$0 | \$0 |  |  |
| 6 | <b>Beyond Europe 2020: Inequality, Skills, and "Predistribution":</b> Prof.s Huber and Stephens will hold a workshop coinciding with the publishing of their updated Comparative Welfare States Database in the public domain. Co-sponsorship: Dept. of Political Science. Funds used for one FAA compliant speaker airfare @ \$1200 or one domestic airfare @ \$500 plus hotel @ GSA rate of \$115 per night up to total of \$700.   | \$0 | \$1,200 | \$0 | \$0 |  |  |

|                |   |     |         |         |     |  |  |
|----------------|---|-----|---------|---------|-----|--|--|
| 6              | <b>Contested and Resilient Liberal Order? A US-EU Comparison:</b> Prof.s Hooghe and Marks will convene a workshop of the Chapel Hill Expert Survey (CHES) scholars. CHES has estimated EU party positioning since 1999 and will release new data collected in the 2019 wave of experts surveyed into the public domain in 2020. Co-sponsorship: Dept. of Political Science. Funds used for one FAA compliant speaker airfare @ \$1200 or one domestic airfare @ \$500 plus hotel @ GSA rate of \$115 per night up to total of \$700.  | \$0 | \$1,200 | \$0     | \$0 |  |  |
| 6              | <b>National Cultures and Languages Across the Curriculum (CLAC)</b> Conference to be held at UNC in year 2. Funds used for supplies and conference materials.   | \$0 | \$200   | \$0     | \$0 |  |  |
| <b>2020-21</b> |   |     |         |         |     |  |  |
| 6              | <b>Democracy, European Integration and the Populist Turn Workshop</b> Prof Vachudova's workshop will analyze how membership in the EU influences the regime type of members and candidates: whether and how robustly they maintain democratic institutions and the rule of law, and how they interact with competing powers in the international system. Co-sponsorship: Dept. of Political Science, Center for Slavic, Eurasian, and East European Studies. Funds used for one FAA compliant speaker airfare @ \$1000 or one domestic airfare @ \$500 plus hotel @ GSA rate of \$115 per night up to total of \$500. | \$0 | \$0     | \$1,000 | \$0 |  |  |
| 6              | <b>Labor Rights and Global Supply Chains in Europe</b> Prof. Mosley will hold a workshop for policymakers and scholars to explore the ways in which governments use their trade and investment policies to affect human and labor rights in developing countries. Co-sponsorship: Dept. of Political Science. Funds used for one FAA compliant speaker airfare @ \$1000 or one domestic airfare @ \$500 plus hotel @ GSA rate of \$115 per night up to total of \$500.  | \$0 | \$0     | \$1,000 | \$0 |  |  |
| 6              | <b>Czech and Slovak Studies Workshop</b> Interdisciplinary workshop on history, culture, and language of Czech Republic and Slovakia led by Prof. Bryant. Faculty from Dept.s of Slavic Literature, Music, Film Studies, History, Political Science, and Anthropology present research. Co-sponsorship: Dept. of History, German/Slavic Languages and Literatures, Center for Slavic, Eurasian, and East European Studies. Funds used for one speaker domestic airfare @ \$500.   | \$0 | \$0     | \$1,000 | \$0 |  |  |

|   |  |                  |                  |                  |                  |                    |           |
|---|--|------------------|------------------|------------------|------------------|--------------------|-----------|
| <b>2021-22</b>                          |  |                  |                  |                  |                  |                    |           |
| 6                                       | "The European Alternative": panel discussion of forthcoming book written by Prof Konrad Jarausch providing a comprehensive look at the EU-US relationship from a historical perspective. Co-sponsorship: Dept of History. Funds used for one FAA compliant speaker airfare @ \$1000 or one domestic airfare @ \$500 plus hotel @ GSA rate of \$115 per night up to total of \$500.   | \$0              | \$0              | \$0              | \$1,000          |                    |           |
| <b>Subtotal Research &amp; Training</b> |  | <b>\$16,250</b>  | <b>\$16,600</b>  | <b>\$13,250</b>  | <b>\$10,750</b>  | <b>\$56,850</b>    |           |
| <b>Evaluation</b>                       |  |                  |                  |                  |                  |                    |           |
| 6-7, 15-19, 21, 45, 50                  | <b>Collaborative evaluation of CES programs</b> in partnership with UNC NRCs and UNC EvAP team   | \$1,500          | \$1,500          | \$1,500          | \$1,500          |                    |           |
| 6, 16                                   | <b>Teacher Advisory Committee</b> UNC NRCs will form a Teacher Advisory Committee. Each center will nominate 1-2 teachers to include diverse disciplines, grade levels, and state-wide geographic representation. Priority will be given to underserved/Title I schools. Convening once each year, these teachers will play an important role in providing feedback on the development, evaluation, and promotion of UNC's outreach programs. Funds used for K-12 teacher travel to UNC: mileage @ \$0.54 and one hotel night @ \$115 per night. | \$200            | \$200            | \$200            | \$200            |                    | AP 2      |
| 6, 16, 50                               | <b>MSI Annual Symposium</b> Annual meeting of MSI colleagues to present best practices on adding European content to curriculum and evaluate collaborative activities. Funds used for MSI faculty travel to UNC: mileage @ \$0.54.   | \$250            | \$250            | \$250            | \$250            |                    | NRC CPP 1 |
| <b>Subtotal Evaluation</b>              |  | <b>\$1,950</b>   | <b>\$1,950</b>   | <b>\$1,950</b>   | <b>\$1,950</b>   | <b>\$7,800</b>     |           |
| <b>G. Subtotal Other</b>                |  | <b>\$68,500</b>  | <b>\$66,100</b>  | <b>\$62,750</b>  | <b>\$60,250</b>  | <b>\$257,600</b>   |           |
| <b>TOTAL DIRECT COSTS</b>               |  | <b>\$240,099</b> | <b>\$240,474</b> | <b>\$240,482</b> | <b>\$241,423</b> | <b>\$962,478</b>   |           |
| <b>TOTAL INDIRECT COSTS (8%)</b>        |  | <b>\$19,208</b>  | <b>\$19,238</b>  | <b>\$19,239</b>  | <b>\$19,314</b>  | <b>\$76,998</b>    |           |
| <b>TOTAL COSTS</b>                      |  | <b>\$259,307</b> | <b>\$259,712</b> | <b>\$259,720</b> | <b>\$260,736</b> | <b>\$1,039,476</b> |           |